DOCUMENT RESUME

ED 247 443 CE 039 516

AUTHOR Miguel, Richard J.; Foulk, Robert C.
TITLE Youth's Perceptions of Employer Standards. Effects on Employment Outcomes and Employer Evaluations.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.
PUB DATE 84
GRANT NIE-G-83-0005-P-1
NOTE 265p.; For an executive summary, see CE 039 515.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC11 Plus Postage.
DESCRIPTORS Career Education; Employee Attitudes; *Employer Attitudes; Employment Level; *Employment Practices; *Employment Qualifications; *High School Graduates; *Job Performance; Personnel Selection; Secondary Education; Standards; *Student Attitudes

ABSTRACT

A study examined high school graduates' perceptions and employers' reports of hiring and job performance standards and employment outcomes one year after high school. The effects of vocational education, college preparatory programs, previous work experience, and self-concept were also investigated. Longitudinal data were collected by questionnaire from 522 students at the beginning and end of the senior school year and from 325 of those students (62 percent) one year after graduation. Their employers were surveyed at followup. The findings revealed that it is not only a matter of youth knowing and valuing what employers expect in their hiring and job performance standards, but also a matter of when they perceive standards as being strict or relaxed. These perceptions affect youth's employment outcomes and successful transition to new jobs. (Part I of this document describes the study focus and design; youth's educational preparation and work experience; employers' hiring and job performance standards; effects of variables on perceptions, outcomes, and employer evaluations; and implications and recommendations. Part II reviews related research and gives technical information on the study methods, data analysis, and results. Questionnaires and references are appended.) (YLB)

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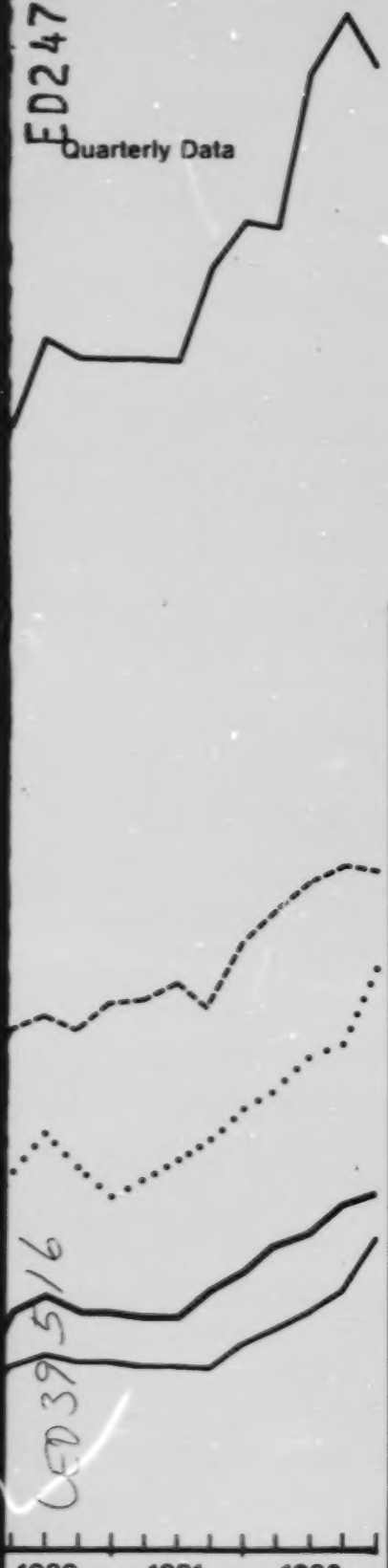

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YOUTH'S PERCEPTIONS OF EMPLOYER STANDARDS: EFFECTS ON EMPLOYMENT OUTCOMES AND EMPLOYER EVALUATIONS

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
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YOUTH'S PERCEPTIONS OF EMPLOYER STANDARDS

Effects of Employment Outcomes and Employer Evaluations

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1984

FUNDING INFORMATION

Project Title:	Employability Factors Study
Grant Number:	NIE-G-83-0005, P-1
Project Number:	715029
Act under Which Funds Were Administered:	P.L. 96-88
Source of Contract:	U.S. Department of Education National Institute of Education Washington, DC 20202
Project Officer:	Ronald Bucknam
Contractor:	The National Center for Research in Vocational Education The Ohio State University Columbus, OH 43210
Executive Director:	Robert E. Taylor
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FOREWORD

The Employability Factors Study is part of a larger research program on youth employability that simultaneously examines the relationship between demand and supply variables. This study specifically focuses on youth's perceptions of employer hiring and job performance standards; determinants of youth's perceptions; changes in youth's perceptions resulting from participation in education, training, and work experiences; and relationships of youth's perceptions to employment outcomes 1 year after high school graduation. The researchers used a work socialization framework to guide the inquiry and to determine the implications of the findings for the improvement of education and training programs for youth.

We wish to express our gratitute to the National Institute of Education for sponsoring this study, and to Ronald Bucknam, Project Officer, for his guidance and support. We want to thank the members of our Research Division's advisory committee for their suggestions in the development and execution of the study. The committee consisted of Howard Rosen, Chairperson, former Director, Office of Research and Development, Employment and Training Administration; William Brooks, Director, Personnel and Public Relations, Delco Moraine Division of General Motors, Dayton, Ohio; Jose Cardenas, Director, Intercultural Developmental Research Association, San Antonio, Texas; David Clark, Professor, School of Education, Indiana University; Ellen Greenberger, Professor of Social Ecology and Social Sciences, University of California at Irvine; Charles Knapp, Senior Vice President of Operations, Tulane University; Marion Pines, Director, Mayor's Office of Manpower Resources, Baltimore, Maryland; Beatrice Reubens, Senior Research Specialist, Conservation of Human Resources, Columbia University; Peter Rossi, Director, Social and Demographic Research Institute, University of Massachusetts; and Henrietta Schwartz, Dean, School of Education, San Francisco State University.

In addition to serving on the Research Division's advisory committee, Drs. Rosen, Greenberger, and Schwartz also reviewed a working draft of this report. Others who also reviewed the report were Joseph Grannis, Professor, Columbia University, and National Center staff members Wayne Schroeder, Senior Research Specialist, and Juliet Miller, Associate Director for the Information

Systems Division. The report benefited greatly from the insightful critiques provided by these individuals.

Finally, we wish to thank all the students, employers, and staff associates with the education and training programs and the schools participating in the study. While our assurances of anonymity preclude mentioning their names, we nevertheless want to express our sincere appreciation for the time and cooperation they extended to the research staff.

Recognition is due National Center staff members John Bishop, Associate Director for the Research Division, for overseeing the study; Richard Miguel, Senior Research Specialist, for directing and reporting the study; Robert Foulk, Graduate Research Associate, for conducting and reporting the data analysis; Lisa Chiteji, Program Assistant, for assisting in collecting and processing the data; Janet Kiplinger, for editorial assistance; and Cathy Jones and Colleen Kinzelman, for typing the report.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

Focus and Design of the Study

Problem

There are many claims and some evidence that youth are indeed poorly prepared for work (Ginzberg 1980). Many lack an adequate orientation to work and have limited competencies. Consequently, many education and training programs have attempted to rectify the employability problems of youth by concentrating on the development of skills needed to get and keep jobs. The larger issues of socialization to work, which are an appropriate part of the solution (Anderson and Sawhill 1980), are frequently overlooked. For example, Bandura (1982) suggested that individuals often do not behave optimally even though they may have the necessary skills and attitudes and know fully what to do. Therefore, education and training programs may be providing a service by developing competencies that are needed in employment but insufficient in and of themselves for ensuring employment success.

An important aspect of employability seems to have been overlooked: youth's perceptions of employer hiring and job performance standards. Do youth understand the competencies that employers value and do they understand employers' priorities for hiring and job performance standards?

Research Questions

This study concerns two major areas of investigation. First, a description of the hiring and job performance standards was undertaken by examining employers' reports and youth's perceptions of the standards. The questions addressed were as follows:

- What is the influence of positive information regarding job search strategies, schooling and training, and work experience on employer hiring standards?
- What is the influence of negative information regarding job search strategies, schooling and training, work experience, and productivity on employer hiring standards?
- How stringent are employers' job performance standards for work ethics, attitudes, basic skills, and productivity?
- What are youth's perceptions of employer hiring and job performance standards and how do they change as a result of participation in various employability development programs?

The second area of investigation was to determine the effects of school program, work experience, and self-concepts on (1) youth's perceptions of employer standards and (2) employment outcomes and employer evaluation in the year following high school graduation. Finally, this study examined the effects of youth's perceptions of the standards on employment outcomes and employer evaluations in the year after high school graduation. The research questions addressed were as follows:

- What are the effects of high school vocational education and college preparatory program participation on--
  --youth's perceptions of employer hiring and job performance standards, and
  --employment outcomes and employer evaluations in the year following high school graduation?
- What are the effects of previous work experience on--
  --youth's perceptions of employer hiring and job performance standards, and
  --employer evaluations in the year following high school graduation?
- What are the effects of self-concepts on--
  --youth's perceptions of employer hiring and job performance standards, and
  --employment outcomes and employer evaluations in the year following high school graduation?
- What are the effects of youth's perceptions of employer hiring and job performance standards on employment outcomes and employer evaluations in the year following high school graduation?

Related Literature

The theoretical base for this study was adapted from Van Maanen's (1976) concept of organizational socialization and applied to youth's early experiences with work. Starting with anticipatory socialization, youth form attitudes and behaviors relevant to work, perceptions of what work organizations are likely to value, and expectations for their experiences in work settings. This is followed by entry into the workplace, a time when youth encounter organizational socialization forces. Depending upon the intensity and scope of the encounter, individuals can change various perceptions, adapting in ways that achieve harmony between themselves and the work organization.

Although there have been numerous studies of employers' opinions about the skills youth need to get and keep employment (e.g., Richards 1980), youth's perceptions of what is expected of them in employment have not been systematically studied.

Part of the difficulty in understanding the development of perceptions, attitudes, and other mental constructs associated with work lies in the fact that work is such a pervasive life activity. The impressions one forms of work are the result of an accumulation of experiences that begin early in childhood and develop as a result of everyday interactions with persons, objects, and events (Appelbaum and Koppel 1978). The nature and content of these experiences can be affected by a person's race and sex (Haefner 1977), socioeconomic status (Kohn 1981; Goodale 1973; Pentecost 1975; Parnes and Rich 1980), personality traits (Stern 1962; Trow 1962) family patterns (Rodman, Nichols, and Voydanoff 1969), employment status of family members and significant others (Himes 1966; Hotchkiss and Chiteji 1981), location of residence (Borus et al. 1980), exposure to work at school and through the media (Schwartz and Henderson 1964), schooling (Sewell, Hauser, and Wolf 1980), and

situational factors associated with employment and training. As individuals increase their exposure to work-related activities in the home and community and to the attitudes others hold toward work, they begin to form opinions about the importance of the attitudes and skills required for work. Eventually, these opinions shape beliefs and then attitudes, which are likely to persist until they encounter other stimuli to change them. Baumrind (1975) found that early socialization experiences can also set limits on the kind of persons adolescents become, depriving them of skills, values, and habits required by employers.

Method

In order to study youth's perceptions of employer standards within a socialization framework, longitudinal data were collected at three different times. Using exactly the same items in the three survey periods, youth indicated what they thought their current employers' hiring and work performance standards were. The dates of the three waves of data collection were at the beginning of the 1981/82 senior school year, the end of that school year, and one year after graduation (June 1983). Longitudinal data were also collected on three aspects of the youth's self-concepts: self-esteem, locus of control, and work ethic. To study the effects of schooling and work on perceptions of the standards, youth were surveyed on various aspects of their educational activities and work experience for the year preceding the first survey and for the time periods between surveys.

In order to make comparisons between the youth's perceptions of the standards and employers' actual standards, we administered a survey questionnaire to the youth's employers at follow-up. This survey required the employers to report their standards, using exactly the same items that the youth rated. The employers also provided data on demographics and selected firm characteristics.

The final aspect of the design of the study concerned the relationship of the perceptions to outcome measures. The youth follow-up data included measures of employment outcomes during the year after high school: number of weeks worked, unemployment, turnover of jobs, amount of training received, and hourly wage. The employer data at followup included their evaluations of the youth's workmanship and job skills, work habits and attitudes, basic academic skill, and productivity as they related to the jobs the youth held.

Sample

The subjects of the study were students enrolled in employability development programs in the secondary schools of three cities--one in the Midwest, the South, and the East. Exhibit 1 provides a description of these programs. In order to compare the findings of these program groups to others, most of the seniors in five of those city's high schools were also surveyed. Of the 522 seniors in the original sample, 325 completed questionnaires during the post-high school follow-up. This represents a 62 percent follow-up rate. The follow-up sample is actually a subsample of 971 youth who completed the surveys during the 1981-82 school year.

EXHIBIT 1

EMPLOYABILITY DEVELOPMENT PROGRAM PROFILES

Career Centers

Career centers are separate facilities in a public high school system to which city high schools act as "feeder schools." These career centers provide intensive training for part of the school day as preparation for specific career fields that students may wish to enter. Among the occupational fields are cosmetology, food preparation, health care, performing arts, electrical work, carpentry and construction, laboratory technician work, and auto mechanics. Students receive all of their training at the career centers, which provide them with certificates of program completion and skill acquisition. The purpose of the career centers is to provide a variety of job preparation programs that will help youth develop skills and work habits that will enable them to obtain entry-level jobs in a chosen occupational area.

CETA Youth Employment Program (CETA)

This Comprehensive Employment and Training Act: Youth Employment and Training Program (CETA) is for youth who have dropped out of school or are potential dropouts. The program offers assistance to those in need of employability services and most able to benefit from them. It assists clients in developing skills necessary for self-reliance, particularly in relation to job search. It encourages employers to emphasize what the participants can become as a result of services and training offered and to deemphasize the past experiences of the participants. The educational goals for the participants are to obtain either a high school diploma, to pass the GED examination, or to improve their functional reading level, depending upon their designated curriculum. The placement goal is that all completers will obtain an unsubsidized placement or other positive termination (such as high school diploma, GED, return to school, transfer to other programs), or will meet grade-level improvement through remediation.

Cooperative Office Education (COE)

This 1-year cooperative office education (COE) program provides students with an excellent opportunity to gain valuable supervised experience through cooperation between the schools and business. The program is planned for students who have developed their skills to a level that is acceptable for employment in a business office at the beginning of grade 12. The purpose of this program is to provide an opportunity for on-the-job experience during the senior year. Students spend 90 minutes daily in the COE classroom laboratory. Students may elect another course in business education. Most trainees attend school one-half day and work at a job station for the remainder of the day.

Distributive Education (DE)

Students enrolled in this 1-year cooperative distributive education (DE) program participate in on-the-job training at area retailers, wholesalers, and service-selling businesses. The program is designed for students considering a career in retailing, wholesaling, and service-selling businesses. The primary objective of the program is to prepare youth for full-time employment

in the distributive occupations--selling, marketing, merchandising, and other occupations concerned with the flow of goods from the producer to the consumer. DE consists of 90 minutes of related classroom study in marketing and distribution and 2 periods of required courses. Students are dismissed early in the day to report to their training stations for on-the-job training.

Experience-Based Career Education: (EBCE)

This experience-based career education (EBCE) program is open to all students in grades 9 through 12. EBCE is designed to help youth know themselves better by refining their interests, abilities, and values in order to develop realistic and obtainable career and life goals; to learn that basic skills in communications and mathematics are essential and relevant for accomplishing their career and personal goals; and to gain a broad understanding of the world of work by learning what they can expect from it and what it will require of them. The academic resource center is an individualized instructional system. The center focuses primarily on English and mathematics, providing multipurpose work space for students to use as they develop skills suited to career goals and ability levels. Exploration is a career awareness activity in which group instruction is combined with individual learning projects conducted in the community. Instead of learning about one job on 1 site, students rotate among as many as 15 sites to learn about as many career possibilities as they can. In this EBCE model, youth spend 1 day at the work site.

Office Education (OE)

The office education (OE) program is a 2-year program designed to provide skills acceptable for employment in a business office upon graduation. This program is intended primarily for students without office training and consists of in-school training during the entire junior year and the first semester of the senior year. During the last semester of the senior year, participants are placed at the work sites for on-the-job training. Students must have an interest in pursuing an office career and they must have developed a skill acceptable for employment by the end of the first semester of the senior year.

Work-Study Program

The work-study program is designed to permit students to pursue employment in trade and industrial occupations during the school day and to pursue academic courses required for graduation. Students attend classes during the mornings and are released for the remainder of the day for work experience. In addition to enrollment in a general high school curriculum, students receive employability development instruction and job placement services from the work experience coordinator. The purpose of this program is to provide paid work experience and to ensure the completion of courses leading to a high school diploma.

No Program

These secondary school students were not enrolled in any employability development program during the data collection year. They were included in the sample for comparison purposes.

The employer data set consists of 143 persons who were supervisors of the youth at the time of the follow-up survey. The supervisors completed the survey within 1 month after the youth's survey. Since 240 of the 325 youth provided the names and addresses of their employers, the 143 employers represent a response rate of 60 percent.

Hiring and Job Performance Factors Included in the Survey

The literature represents a broad and sweeping view of the youth employment problem and employability development strategies. Rather than pinpointing specific skill-related sources of employment problems, the literature suggests a number of general traits and basic skills that youth need to get and keep jobs. The following is a description of six factors indicated in the literature as having an influence on employer standards: job search behavior, schooling and training (e.g., basic academic and vocational skills), work ethics, attitudes, work experience, and productivity. Accompanying the description of each factor are the items included on the hiring and job performance scales of the employer and youth surveys.

Job search factors. Job search skills have received much attention in the literature. Borus and his associates (1980) concluded that the most disadvantaged persons in the labor market are substantially less knowledgeable about how to operate in the labor market. Among these skills are identifying job opportunities, using networks and contacts, writing resumes, filling out job applications, interviewing, and following up on job contacts. The job search items included in this survey are listed in exhibit 2.

EXHIBIT 2

JOB SEARCH ITEMS INCLUDED IN THE SURVEY

Hiring Standards (Positive Information)

- Looked clean and neat at the interview
- Filled out job application in a neat and correct manner
- Attached a complete job resume to application
- Asked many questions about the job or the company during the interview
- Called employer after interview to show interest in getting the job
- Understood that a beginner sometimes does boring and low-level work tasks

Hiring Standards (Negative Information)

- Gave false information on job application
- Was convicted for possession of marijuana
- Was late for interview appointment
- Got confused when asked a simple question
- Asked for 25 cents more than the job normally pays

Schooling and training factors. Employers are very concerned about basic academic skills, trainability, and the ability to learn (Kline 1969; Murphy 1969; Richards 1980; Taggart 1981). These general or fundamental skills have been variously interpreted in numerous surveys and other inquiries on the subject. To put it simply, it is well known that employers expect young people to be able, if required, to read, speak, write, and use mathematics well enough to carry on everyday work operations. Further, they expect youth to be able to grasp simple instructions, to learn simple job duties quickly, and to use good judgement and reasoning in executing job tasks.

Job skills and training represent only a small portion of factors contributing to youth's early job search success. This seems to be due to the fact that either most youth possess the skills needed for the jobs they can get or can be trained to acquire those skills within a few weeks of informal on-the-job training. Surveys of employers (e.g., Richard 1980) have shown that job skills often do not figure prominently in the reasons that youth do not get and keep jobs. The obvious exceptions are jobs requiring specific skills such as typists, computer programmer, and machinist. However, these jobs represent only a small part of jobs high school youth obtain.

The schooling and training items included in this survey are listed in exhibit 3.

EXHIBIT 3

SCHOOLING AND TRAINING ITEMS INCLUDED ON THE SURVEY

Hiring Standards (Positive Information)	Hiring Standards (Negative Information)	Job Performance Standards
- Got A's and B's in all math courses	- Couldn't read a newspaper	- Makes many mistakes adding, subtracting, multiplying, or dividing numbers
- Had taken vocational education curriculum in high school	- Used poor grammar when speaking	- Can't read written directions to complete a job
- Had training in the job skills for this job but no experience	- Was absent 12 times in last school year	- Speaks so poorly that co-workers can't understand what is being said
	- Had not completed high school	- Doesn't write telephone messages or memos that are easy to understand
		- Makes many mistakes in spelling, grammar, and punctuation
		- Tries but takes twice as long as other workers to learn a job
		- Needs twice as much supervision as others

Work ethic factors. Work ethics and attitudes are disproportionately mentioned in the literature as factors contributing to employment success. Deficiencies in these factors are repeatedly cited as reasons why youth do not keep jobs (Adams and Mangum 1978; Dodd 1981; Ellwood 1980; Leach and Nelson 1978; Passmore 1982; Wilson 1973). Whereas attitudinal items appear in many forms, employers seem to be most concerned with work ethics (Weber 1958). Many items in this category relate to employers' concerns with efficiency, control, and order in the behavior of workers. Among those often mentioned are showing respect for authority, being punctual, using established procedures, following rules and directions, completing work on time, and using supplies and equipment carefully. The work ethic items included in this survey are listed in exhibit 4.

EXHIBIT 4

WORK ETHIC FACTORS INCLUDED IN THE SURVEY

Job Performance Standards

- Shows up for work drunk or stoned
- Doesn't call in when sick
- Causes $100 of damage to a piece of equipment
- Refuses to do a job because it is undesirable or "beneath his/her dignity"
- Puts more hours on time sheet than actually worked
- Is 20 minutes late to work and has no good excuse
- Misses 2 different days of work in first month
- Spends 15 minutes making personal telephone calls during 1 work day

Work experience factors. Previous work experience can be a powerful tool for preparing youth for future employment. However, Taggart (1981) suggested that work alone may not increase employability or employment chances. Other researchers have found that the development of employability is possible through work experience, but work experience might not be as optimally beneficial for youth as some claim it is. Greenberger, Steinberg, and Ruggerio (1982) also stressed that early work experience can foster attitudes and behaviors that future employers might consider imcompatible or undesirable. The work experience items included in this survey are listed in exhibit 5.

EXHIBIT 5

WORK EXPERIENCE ITEMS INCLUDED IN THIS SURVEY

Hiring Standards (Positive Information)

- Had a previous employer who would rehire him/her
- Had only done jobs like lawn mowing, baby-sitting, and delivering newspapers

Hiring Standards (Negative Information)

- Was absent from work 12 times last year
- Was late for work three times last year
- Had three jobs in the last 6 months
- Had never worked before

Attitudinal factors. Many socially desirable attitudes are explicitly mentioned in the literature or can be inferred from employers' statements of desirable job performance. Among the most common are initiative, responsibility, cooperation, ambition, loyalty, self-directedness, even-temperedness, stability, perseverance, helpfulness, cheerfulness, reliability, dependability, industriousness, sociability, thoughtfulness, courtesy, friendliness, alertness, and good judgment. Athough this is not the place to interpret the various meanings of these traits, it should be pointed out that some of these terms may be euphemisms for other desired traits. For example, "cooperation" may be another way of saying "compliance"; "self-directedness" may mean "does not need a great deal of supervision and training," rather than "independent in thought and action."

Rosenfeld (1982) cited a recent survey of businesses to determine what they wanted most from schools: more basic education, more training, more vocational education, more shop experience, or better work attitudes. He reported that those surveyed overwhelmingly chose better attitudes. Others have found that altering or developing certain attitudes and social skills has proven to be important in removing barriers to employment (Evans 1978; Frost 1974) and improving job performance (National Commission for Employment Policy 1979). The attitudinal items included in this survey are listed in exhibit 6.

EXHIBIT 6

ATTITUDINAL FACTORS INCLUDED IN THE SURVEY

Job Performance Standards

- Acts angry or sulks when criticized
- Gets into an argument with co-workers
- Gripes about working conditions like short coffee breaks or working unpopular shifts
- Comes to work dirty and sloppy
- Wears flashy or sexy clothes at work

Productivity and effort factors. An employee's productivity is a major concern to employers. They expect employees to be productive; otherwise they would not hire them. However, their expectations for the productivity of young new workers are unclear. Richards (1980) found that productivity was a top priority of only 34 percent of the employers in his survey. More of these employers rated positive attitudes, basic skills, and craftmanship as top priorities. Since young workers might require some time to become as productive as other workers in the same job, the level of effort--a trait that employers highly value--might affect employers' standards concerning productivity. The productivity items included in this survey are listed in exhibit 7.

EXHIBIT 7

PRODUCTIVITY AND EFFORT FACTORS INCLUDED IN THE SURVEY

Hiring Standards (Negative Information)

- Was 15% less productive than other workers in last job even though he/she was trying
- Was 15% less productive than others workers in last job because he/she wasn't trying

Job Performance Standards

- Tries but is 15% less productive than other workers with the same training
- Doesn't try and is 15% less productive than other workers with the same training
- Seems not to be trying but is no less productive than other workers
- Takes an extra hour of break time but finishes assigned work
- Finishes work assigned but does not report back to supervisor for more work

Findings

Employers' Reports of the Standards

The following summarizes (1) the employers' reports of hiring and job performance standards and (2) youth's perceptions of those standards during the senior year of high school.

1. Employers would be most influenced to hire youth who used good job search strategies:
   - Looked clean and neat at the interview
   - Filled out the job application in a neat and correct manner
   - Attached a complete resume to the job application
   - Asked many questions about the job or company during the interview
   - Called employer after interview to show interest in getting the job (see table 1)

2. Employers would be most influenced not to hire youth due to excessively negative information regarding their job search strategies, basic skills, previous work experience, and effort:
   - Falsified the job application
   - Couldn't read
   - Had high absenteeism in previous job
   - Had been unproductive in previous job because of low effort
   - Had high turnover in previous jobs (see table 1)

3. Employers would be most inclined to fire youth in the early months of employment the first time they violated company rules or were not making an effort to improve their productivity:
   - Showed up for work drunk or stoned
   - Cheated on their time sheets
   - Refused to do a job
   - Didn't call in when sick
   - Were unproductive because of low effort
   - Were late to work and did not have a good excuse (see table 2)

4. Employers reported that all the other job-performance problems (i.e., those related to company rules, attitudes, basic skills, and productivity) were serious enough to merit discussing them immediately with employees (see table 2).

Youth's Perceptions of Employer Standards during High School

5. Youth were consistently accurate in their perceptions of the items having the most positive influence on employer's hiring standards.

6. Youth consistently understood that falsifying a job application could result in not being hired. However, at the beginning of the senior year youth did not think that employers would be as tough on job applicants who in previous jobs:

- Had not tried to improve productivity
- Had been unproductive on previous jobs
- Had high absenteeism
- Couldn't read
- Had high turnover

7. At the end of the senior year, youth in vocational education programs became more aware that employers would be tough on the above items. However, nonprogram and CETA youth thought they would be even less tough on those items.

8. Youth consistently understood that employers' job performance standards were tough for being late for work without a good excuse, cheating on time sheets, and for low productivity caused by low effort. However, they underestimated the seriousness of:
   - showing up for work drunk or stoned
   - refusing to do a job
   - not calling in when sick

9. Many youth also underestimated employers' job performance standards for:
   - Missing work during the first month of employment
   - Griping about work conditions
   - Making many computational errors
   - Low effort on the job

The following summarizes (1) the effects of school program, work experience, and self concept on youth's perceptions of employer standards and (2) the effects of youth's perceptions, school program, work experience, and self-concept on employment outcomes and employer evaluations in the year following high school.

Effects of School Program, Previous Work Experience, and Self-Concepts on Youth's Perceptions of Employer Standards

10. Youth who perceived that employers had tough hiring standards at various points in the survey were youth who:
    - participated in vocational education programs for fewer than 20 class hours
    - completed the college preparatory program
    - worked the most during the year following high school graduation
    - had the highest self-esteem

11. Youth who perceived that employers had tough job performance standards at various points in the survey were youth who:
    - had not taken vocational education courses
    - had worked the least during the year following high school graduation
    - had high self-esteem
    - strongly felt that they were responsible for what happened to themselves (i.e., high internal locus of control)

Employment Outcomes during the Year
Following High School Graduation

12. Youth who worked the most weeks and were unemployed the least during the follow-up year were youth who:
    - thought at the end of the senior year that employers had tough hiring standards
    - thought at the end of the senior year that employers did not have tough job performance standards
    - worked the most during the senior year of high school

13. Youth who had the lowest job turnover during the follow-up year were youth who:
    - most strongly felt that they were responsible for what happened to themselves (i.e., high internal locus of control)

14. Youth who received the most on-the-job training during the follow-up year were youth who:
    - worked the most during the senior year
    - most strongly felt that other persons were responsible for what happened to them (i.e., high external locus of control)
    - had the lowest work ethic

15. Youth who earned the highest hourly wage during the follow-up year were youth who:
    - had taken vocational education courses during the senior year
    - worked the most during the senior year
    - worked the most during the follow-up year

Employer Evaluations during the Year
Following High School Graduation

16. Youth who received the highest evaluations of work habits and attitudes at the end of the followup year were youth who:
    - thought that employers had tough hiring standards
    - had the highest work ethic

17. Youth who received the highest evaluations of basic academic skills at the end of the followup year were youth who:
    - most strongly felt that they were responsible for what happened to themselves (i.e., high internal locus of control).

18. Youth who received the highest evaluations of productivity at the end of the followup year were youth who:
    - thought that employers had tough hiring standards

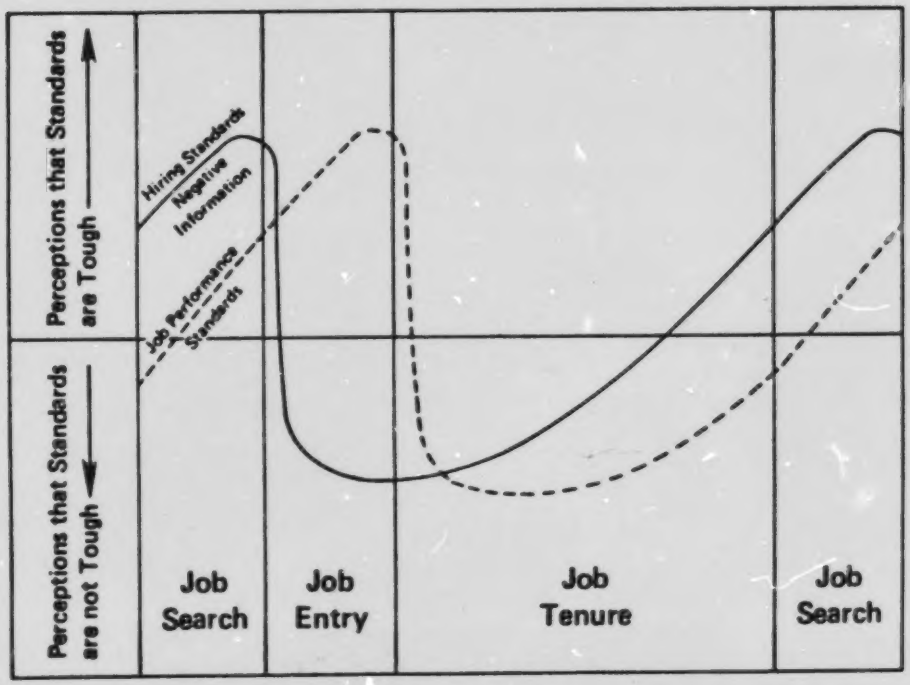
Conclusions

The knowledge gained through this study has provided some insight into youth's perceptions of employer standards. The findings revealed that it is not only a matter of youth knowing and valuing what employers expect in their hiring and job performance standards, but also a matter of when they perceive standards as strict or relaxed. Youth's perceptions alternated between being concerned about the standards (rating them higher) or being relaxed about them (rating them lower). For example, an increase in perceiving that employers are tough on negative information in hiring standards was followed by a decrease in those perceptions.

When youth were first exposed to work through school or actual work experience, youth perceived standards as being tougher. This was followed by perceptions of the same standards as being more relaxed. In terms of Van Maanen's work socialization model of entry, encounter, and change, perceptions of hiring standards were tougher before job entry then attenuated. Job performance standards were perceived as being tougher at job entry then attenuated. As youth remained in a job, perceptions of job performance standards leveled off (i.e., differences in perceptions diminished), and for some of these youth, perceptions of the influence of negative information on hiring standards began to rise, signaling a new transition. To delineate these patterns in the perceptions accurately, more frequent measures of the perceptions are needed. The figure below suggests what the patterns may look like, piecing together the data that are available.

EXHIBIT 8

CHANGES IN PERCEPTIONS OVER TIME



Youth who perceived that negative information highly influenced hiring decisions at the end of the senior year worked more weeks and were unemployed less. Youth with similar perceptions at follow-up were rated more highly on employer evaluations at follow-up. Participating in vocational education and college preparatory programs and work experience was positively related to increasing youth's perceptions of the influence of negative information in hiring standards. For vocational education students, this increase in perceptions apparently preceded the data collection at the beginning of the senior year. Analysis of the number of hours of vocational education in-school and cooperative experiences revealed that youth who had taken fewer than 20 hours of vocational education rated the standards higher. As the number of hours increased beyond that point, the perceptions attenuated. Since vocational students are successfully established in the labor market earlier than other students, this attenuation in perceptions most likely indicates that the transition had gone smoothly. On the other hand, college preparatory youth, upon graduation from high school, were the most concerned about the influence of negative information on hiring standards, rating it higher. For them the transition to the workplace seems to be greater at that time. These findings lend support to the conclusion that perceiving employers to be highly influenced by negative information in hiring standards will result in better employment outcomes and a successful transition to new jobs.

Youth who perceived that job standards were tougher were not more successful in the labor market and received lower employer evaluations. Having taken vocational education in high school and extensive work experience, on the other hand, were related to perceiving these standards as more relaxed. This suggests that youth who are continuing to perceive these standards as being tough are still attempting to make successful transitions into the labor market. The best support for this conclusion is the data on the number of hours of youth's high school vocational education and work experience. As these hours increased, youth began to perceive job standards as being tougher. However, after a relatively short time perceptions of these standards also attenuated.

Implications and Recommendations for Education

The following is a discussion of the implications and recommendations of the findings on youth's perceptions of the various factors related to hiring and job performance standards. This section culminates with the implications and recommendations related to the findings on the effects of secondary school program, work experience, and self-concepts on youth's perceptions of the standards and the effects of all these variables on employment outomes and employer evaluations in the year following graduation.

Employer Standards (Job Search Factors)

Recommendation 1: Provide training in job-search strategies within the context of other factors affecting employer hiring standards, especially factors concerning negative information about the prospective job seeker.

Summary of findings. Employers reported that job search strategies had a very strong influence on their hiring standards. Positive information about job search had a stronger influence on these standards than positive information on other factors. Very negative information about job search also had a strong influence, inclining employers not to hire youth.

All youth, whether in employability programs or not, perceived the strong influence of positive information about job search strategies at the beginning and end of the senior year. Youth's perceptions of the influence of negative information regarding job search strategies were reasonably accurate at the end of the senior year. They tended to perceive these items as slightly less important at the beginning of the year, however.

Implications. Whereas these youth generally understand the importance of job search strategies on employer hiring standards, there was a tendency to perceive positive information as more influential than negative information. Since employers' hiring standards were particularly stringent on very negative information about any hiring factor, youth may conclude that these factors are not important and that positive job search strategies may compensate for those factors. The difficulty with this notion is that many youth can learn these job search strategies rather easily (e.g., dressing neatly for interviews). As a result, the employers will interview many applicants who will demonstrate good job search strategies and sort out only the few who do not. Then other factors such as work experience and schooling may become the deciding factors.

Employer Standards (Schooling and Training Factors)

Recommendation 2: Identify secondary school youth who have not mastered the fundamentals of basic academic subject matter and provide instruction, preferably integrated with learning experiences in the community, to ensure that they will be functionally competent before they reach working age.

Recommendation 3: Help youth demonstrate in job-seeking strategies (e.g., resumes) the benefits of their vocational education and job training by relating this work preparation to employers' needs.

Summary of findings. Employers were only slightly influenced in their hiring standards by high achievement in basic skills, vocational education courses, and job skill training. Youth tended to overestimate the influence of these factors on the employers. On the other hand, employers were considerably more influenced by negative information about basic skills (e.g., not being able to read well). Employers also considered job performance problems related to basic skills serious enough to discuss them immediately with their new employees. Math errors and reading problems were especially of concern to employers. Youth in general tended to underestimate the seriousness of negative information on basic skills in hiring standards but perceived the seriousness of job performance problems related to basic skills. Youth in vocational education programs, however, perceived the hiring standards regarding negative information more like employers did at the end of their programs. In contrast these youth perceived the job performance standards for basic skills as slightly less serious at the end of their programs.

Implications. There has been a great deal of emphasis on basic academic skills in recent years. Employers have consistently reported that these skills are important in jobs. This has led in many cases to greater emphasis on basic academic skills in schools to improve employability. The data from this study seem to indicate that there seems to be a point of diminishing return in terms of proficiency in this area. However, deficiencies in basic skills appear to be a serious liability for youth. Regardless of the extent to which reading is essential to job performance, the vast majority of employers indicated that they would not hire someone who "could not read a newspaper." They also indicated that making many errors in basic math would be a serious problem on the job. This suggests that employers expect young employees to be functionally literate--to be competent in the fundamentals of math, reading, writing, listening, and speaking.

The absence of tough hiring standards for having had vocational education and job training is perplexing. Youth, and probably the general public, believe that these factors have a greater influence than employers do. This may have been because employers in this sample do not depend on these factors. Nevertheless, all other things being equal, having taken vocational education and having the training needed for the job could give youth an advantage (albeit a slight one) over others who lack these experiences.

Employer Standards (Work Experience)

Recommendation 4: Provide youth with periodic assessment and vocational guidance to help them understand the consequences of work experiences and to minimize occasions for accruing a poor work record.

Summary of findings. Employers are very much influenced by information about work experience in their hiring standards. Their standards were especially tough on negative information about work experience (e.g., high absenteeism and frequently changing jobs). Youth generally did not perceive these standards accurately at the beginning and end of the senior year. Youth in programs (except for CETA), however, did begin to perceive these standards more like the employers did. The only item youth thought employers would be tougher on than employers did was having no work experience.

Implications. Youth who do not have the benefit of guided work experiences do not seem to understand the seriousness of accruing a poor work experience record. Over time this will doubtlessly cause them difficulty in job-seeking and job-keeping efforts. Their relative indifference to their attendance record and job hopping seems to be a carryover from school and other early experiences. For example, they also tended to think that high school absences were less consequential than employers did. As will be discussed later under "work ethics," employers have very stringent standards for following their rules and policies.

Employer Standards (Work Ethics)

Recommendation 5: Make youth keenly aware of the high priority employers place on strict adherence to company rules and policies.

Summary of findings. Employers reported more stringent job performance standards for work ethics factors than for any other factors. Showing up for work drunk or stoned, refusing to do a job because it was undesirable, not calling in when sick, and absenteeism were items most likely to get young employees fired. Vocational education youth, after being in their programs a few months thought that employers would be toughest on these items. By the end of the senior year, most youth were in agreement with employers on the seriousness of these standards.

Implications. In addition to understanding that job performance standards are most stringent for work ethic factors, youth must demonstrate this understanding in the early months of employment. If they do not, it is unlikely that they will be able to keep their jobs. Many employers are very explicit about what they expect and will not tolerate young employees' violations of company rules and policies. Some employers even have these standards written out and employees are asked to sign a statement indicating their awareness of these standards. It is important, therefore, for youth to pay strict attention to these matters. Many vocational and career programs help youth make a successful transition by ensuring that youth meet the standards, helping them understand the significance and consequences of their behavior.

Employer Standards (Attitudes)

Recommendation 6: Make youth aware of attitudes that can affect their job performance and provide them with constructive strategies for dealing with work situations that may evoke inappropriate displays of attitudes.

Summary of findings. Employers reported that job performance problems related to attitudes are serious enough to discuss those problems immediately. Although less serious than work-ethic-related problems in the early months of employment, problems related to poor attitudes are not likely to be overlooked. Youth generally understood this and were generally in line with employers on their perceptions of these standards.

Implications. Employers seemed to be relatively tolerant of the kinds of attitudinal problems represented in these job performance standards (e.g., sulking when criticized, being argumentative, griping). However, their indicated response (i.e., discuss it immediately) shows a tendency to "nip this behavior in the bud." Persistent displays of poor attitudes are likely to result in dismissal, especially if they interfere with anyone's performance and productivity.

Employer Standards (Productivity and Effort)

Recommendation 7: Develop specific educational activities in all areas of secondary school curriculum that teach youth how to be more productive and encourage youth to put forth the effort to increase their produvtivity on the job.

Summary of findings. Employers regarded low productivity as a serious matter in their hiring and job performance standards. Productivity associated with low effort was particularly serious, strongly inclining employers not to hire youth or to fire them if they already had the job. Youth, in general, underestimated employer standards for productivity and effort at the beginning and end of their senior year in high school. The discrepancy was particularly notable for "low productivity and low effort" in hiring standards.

Implications. Youth consistently underestimated the employer standards for productivity and effort more than any other factors associated with employer standards. In as much as employers are less tolerant of low productivity resulting from low effort, youth can seriously jeopardize their chances in job seeking and job keeping. This is an area that must be given more serious consideration by the youth and by the vocational and career programs in which they enroll.

Since employers generally are concerned about the productivity of youth, it is important for educators and trainers to give special attention to this problem. Instilling habits of industry in youth is by no means a new topic, but by and large, educational strategies to accomplish this goal seem to be lacking. Specific teaching and learning activities need to be developed to teach youth how to be more productive. This type of productivity training could easily be integrated into many areas of curriculum. The specific intent of this training should be to help youth obtain optimum results from efficient use of their time. This problem is not merely to make youth aware that they need to make better use of their time, but to teach them how to go about doing it.

Effects of Secondary School Programs on Perceptions and Outcomes

Recommendation 8: Encourage youth to take at least one vocational or career education course in close proximity to when they are considering employment in order to improve their chances for getting and keeping jobs.

Recommendation 9: Encourage youth to enroll in a continuous sequence of increasingly rigorous academic courses in order to enhance their ability to perceive employer standards in appropriate ways at times that will be most beneficial to their employment pursuits.

Summary of findings. Participating in vocational education and college preparatory programs does provide benefits for youth in terms of their perceptions of employer standards and their employment outcomes. Vocational education youth perceived job performance standards as less stringent than others at the beginning of the senior year. These youth had been in their programs

for at least 2 months, having received extensive orientation to the standards. Cooperative program youth had been on the job for about 3 months. The latter group viewed job performance standards significantly lower than all others. College preparatory youth perceived that negative information had greatest influence on employer hiring standards at the end of the senior year.

In separate analyses, the number of vocational class and work site hours was positively related to perceiving standards as being tougher. The interesting finding in this regard was that it did not take a very high number of hours to get these effects. In fact, a higher number of hours was negatively related to the perceptions. Also, the number of academic courses was positively related to perceptions of the standards. As the number increased, the tougher youth viewed the standards.

Perceiving hiring and job performance standards as these program youth did was related positively to employment outcomes. The net effect for school program on employment outcomes, however, was significant only for vocational students who received the highest hourly wage in the year following high school. Although not significantly correlated, both vocational and college preparatory majors were evaluated more highly by their employers than nonprogram youth in the year following graduation.

Implications. Youth who had taken vocational education courses (both cooperative and in-school programs) and youth who had taken college preparatory courses were better off than nonprogram youths in terms of their employability. Their perceptions of standards heightened at times when they sought employment and during the early stages of job entry. These programs helped youth to send the appropriate signals to employers (i.e., they took employer standards seriously).

Effects of Work Experience on Perceptions and Outcomes

Recommendation 10: Provide youth who intend to make a transition into full-time employment after high school with vocational guidance to formulate a career plan, so that their early work experiences will build progressively on one another.

Summary of findings. There were no net effects of working while in high school on youth's perceptions of employer standards. However, youth who worked the most the year after high school perceived that employers would be less tough on job performance standards and tougher on hiring standards. On the other hand, youth who worked more in high school worked more weeks, were unemployed less, and received more training at the workplace during the year after graduation. Although not significant, youth who worked more in high school and the follow-up year tended to get higher employer evaluations on all competency areas except productivity.

Implications. Increasingly the number of hours of work experience apparently makes youth "more comfortable" with the jobs they hold. They seem to be successful in broadening their work experience records, but at the same time seem to develop a restlessness with their present situations, beginning

to give more serious attention again to hiring standards. This could mean that youth who worked a great deal in the year after graduation are contemplating another major transition that could improve their employment situation.

Effects of Self-concepts on Perceptions and Outcomes

Recommendation 11: Provide youth with self-assessment guidance activities to help them link self-knowledge with their occupational and career needs.

Summary of findings. Youth with high self-esteem and strong internal locus of control rated employer standards higher than youth with low self-esteem and strong external locus of control. However, none of the measures of self-concepts (including one's commitment to the work ethic) were positively related to employment outcomes in the year following high school graduation. High scores on the three self-concept measures were positively related to employers' evaluations in the year following graduation. However, there were no significant relationships for self-esteem. High internal control was signficantly and positively related to evaluations of basic academic skills. High commitment to the work ethic was significantly and positively related to evaluations of work habits and attitudes.

Implications. Youth have a variety of self-concepts, many of which seem to have implications for their work-related behaviors. The positive effects on evaluations of basic skills and work habits and attitudes seem to be consistent. However, whereas positive self-concepts were related to perceiving standards as more stringent, the absence of effects on employment outcomes is surprising. This lack of relationships might be due to the fact that generally, most of the youth viewed themselves positively; hence there were no real differences in self-concepts to begin with. On the other hand, this emphasis on the positive might be similar to perceptions of the influence of positive information on employer hiring standards. They also were not significantly related to employment outcomes. Apparently, youth who stress the positive do it at the expense of an adequate examination of their shortcomings. This could result in dealing with shortcomings inadequately, sending mixed signals to employers, and not investing in important aspects of job performance behavior (e.g., putting forth effort). If this is the case, then youth might benefit from guidance activities that help them make self-assessments that link self-knowledge with their occupational and career needs.

Effects of Perceptions on Outcomes

Recommendation 12: Provide youth with instruction on employer standards (especially as it concerns employers' expectations and priorities) to help them clarify the importance of their perceptions in getting and keeping jobs.

Recommendation 13: Align the sequence of instruction on employer standards to correspond more closely to their job search and job entry activities.

Summary of findings. Youth who thought that positive information highly influenced employer hiring standards at the end of the senior year were not significantly different on employer outcomes in the following year. Similar perceptions at follow-up, however, were related to higher evaluations of "work habits and attitudes." Perceptions of the influence of negative information in hiring standards were more strongly related to outcomes. Youth who perceived that negative information highly influences employer standards at the end of the senior year worked more weeks and were unemployed less. Youth with similar perceptions at the end of the follow-up year received higher evaluations of productivity, work habits, and attitudes.

Although it was presumed that perceiving that job performance standards are tough would be related positively to outcomes, exactly the opposite proved to be the case. Youth who thought at the end of the senior year that employers would be tough on job performance standards worked fewer weeks during the follow-up year. Also, youth with similar perceptions at the end of the follow-up year tended to be evaluated more negatively by their employers; these relationships were not significant, however.

Implications. The findings on the effect of perceptions of the standards revealed some significant relationship to the outcomes in the year after high school graduation. These effects were strongest for perceptions of the influence of negative information on hiring standards. This could lead to the conclusion that the latter perceptions are the most critical. However, a reconsideration of the data collection points tempers that conclusion. A review of the socialization to employer standards model used to interpret the data suggests that for perceptions to be most predictive of future job-seeking and job-keeping behaviors, data ought to be collected as youth are seeking, entering, and maintaining themselves in jobs. The data that come closest to this timing are the data collected at the end of the senior year when many youth were entering a major school-to-work transition. Consequently, youth may have been maintaining jobs or not looking for employment at the time of the other surveys. A more probable conclusion (given more frequent data collection points synchronized to job transitions), is that (1) youth who perceive that negative information highly influences employer's hiring standards during job-seeking periods and (2) youth who perceive job performance standards as tough during job entry and more relaxed about the standards after job entry will be the most successful in getting and keeping jobs. This being the case, youth not only must perceive these standards as being tougher in order to get and keep jobs, but also must have these perceptions at appropriate times in the employment cycle.

The data on youth's perceptions of the standards revealed that programmatic intervention, by and large, affected those perceptions. Nonprogram youth seemed to be at a disadvantage in their employment pursuits when compared with vocational education and college preparatory program youth. The implications here are strongest for vocational guidance. By not recognizing the severity of problems represented by items on the hiring and job performance scales, youth could be severely limiting their employability. This seems to be a matter of helping youth see connections between their perceptions and employment outcomes. The fact that some youth tend to attribute even less importance to these standards over time underscores this dilemma.

Further, it points out that occupational knowledge and work experience alone, although necessary, are insufficient for grasping the importance of the standards. Educators need to provide opportunities expressly designed to relate what is taught in classrooms to the youth's world of work. By increasing awareness of the relative importance of employer standards to school experiences and by providing planned activities for reflection and integration of knowledge and experience, educators would be in a better position to improve youth's employability. For programs like CETA, perceptions were affected but the emphasis seemed to be misplaced (i.e., emphasizing perceptions of positive factors at the expense of perceptions of negative factors).

PREFACE

The Employability Factors study began on December 1, 1980, and ended on November 30, 1983. The first year was devoted to designing and pilot testing the instruments and to collecting data from youth at the beginning of the 1981/82 high school year. The second year was devoted to collecting data from youth at the end of that school year and to preliminary analysis of the data. The report produced at the end of the second year extensively presented the review of the literature and background information on the theoretical base and design of the study. Also presented were the preliminary findings. Readers interested in that information please refer to Youth's Perceptions of Employer Hiring and Disciplinary Standards (Miguel et al., 1982).

The third and final year of the study was devoted to collecting follow-up data from the seniors in the original sample, who at the time of data collection (June 1983), were one year past high school graduation. The purpose of the effort was to obtain data on employment outcomes and employer evaluations, and to collect longitudinal data on selected variables of interest to the study. Also, employers of the youth who were working at the time of follow-up data collection were also surveyed.

This report focuses on the high school graduates, their perceptions of employer standards, and employment outcomes one year after high school. This report is divided into two parts. Part I includes the focus and design of the study, a description of the youth's educational and work experience, a description of employers' reports and youth's perceptions of the standards, the findings, and implications and recommendations. Part II includes technical information on methodology, data analysis, and results. Readers who are interested in greater technical detail than is presented in Part I should refer to that section of the report.

PART I

CHAPTER 1

FOCUS AND DESIGN OF THE STUDY

Freeman (1980) suggests that the employment problems of youth can be viewed from either a demand-side or a supply-side perspective. This study concerns both perspectives as it is a simultaneous investigation of youth and employers. In particular, this study examines youth's perceptions and employers' reports of hiring and job performance standards. It focuses on the determinants of youth's perceptions of the standards, how these perceptions change as a result of education and work experience, and how these perceptions relate to job performance and employment outcomes after youth complete their secondary school education.

The Problem and the Setting

There are many claims and some evidence that youth are indeed poorly prepared for work (Ginzberg 1980). Many lack an adequate orientation to work and have limited competencies. Those who believe that youth's negative attitudes, lack of motivation, and poor work ethics cause their employment problems advocate educational programs that foster the attitudes and values espoused by employers. Similarly, they believe that training and work experience will rectify the situation.

Steinberg and Greenberger (1979) suggest, however, that treating the problems of early adolescent employment at any one level of analysis, to the exclusion of others, can seriously distort understanding of the phenomenon and the implications that can be drawn from it. It seems that this is often the case. Although most youth eventually become established in the labor market (Freeman 1980; Ginzberg 1980) because time resolves most employment problems, substantial differences exist in employment rates and in the quality of jobs youth obtain.

The larger issues of socialization to work, which are appropriate to such a solution (Anderson and Sawhill 1980), are frequently overlooked--despite

the fact that such socialization forces are continuously operating whether or not they are attended to. For example, Bandura (1982) suggests that individuals often do not behave optimally even though they may have the necessary skills and attitudes and know fully what to do. He states that perceived self-efficacy (i.e., individual judgements of how well one can execute courses of action) may account for differences in performance. These and other perceptions that are the result of many interactions with others are crucial to understanding youth's work behavior and their deficiencies in skills and attitudes.

Other researchers have found that schooling and training efforts to improve upon employability can have unintended negative effects such as poorer school performance, cynicism about work, distrust of co-workers and supervisors (Bahn 1973; Campbell 1971; and Greenberger and Steinberg 1979, 1982). Consequently, the involvement of youth in training and work experience for the express purpose of developing or remediating such attributes as job-seeking skills, work attitudes, and work habits, without due regard for youth's perceptions of those attributes, may result in ineffective employability development.

Training aimed at socialization and resocialization to work norms and their effect on youth employability should consider both the competency requirements of the youth's jobs and youth's perceptions of those requirements. But this often does not seem to happen. Do youth know what employers expect of them when applying for a job? Are their perceptions of what they are supposed to do on the job accurate? To what extent are these perceptions related to the work norms associated with the employer's concept of a "good worker": self-control, self-discipline, conformity, and cooperation (Carlson 1982)?

This discussion, albeit brief, focuses on the problems that youth face in becoming employable, and the attempts and consequences of programmatic effort to help solve those problems. The evidence that these programs work is mixed and often nonempirical (Anderson and Sawhill 1980; Bartlett 1978; Campbell 1971; Passmore 1982; National Commission for Employment Policy 1979; and Stromsdorfer 1980). Nevertheless, even when of the benefits of these programs

are made explicit, there still exists a very inadequate understanding of the consequences of education and training practices and, more important, of the determinants of those effects. Certain aspects of the problem are well known (e.g., what employers say they expect of young workers, which groups are experiencing the most difficulties, possible sources of employability problems). What is needed is knowledge regarding the linkages between the antecedents and the consequences. A partial solution to this problem lies in gaining a better understanding of youth's perceptions of employer hiring and disciplinary standards, the relationships of schooling, work experience, and self-concepts to those perceptions, and the relationships of those perceptions to youth's employment outcomes and employer evaluations of youth.

Theoretical Perspective

The theoretical base for this study draws heavily on Van Maanen's (1976) perspective on organizational socialization as it concerns "breaking in" to work organizations. Van Maanen's concepts are ideally focused on entry into a work organization and how that event relates to earlier stages of socialization. Van Maanen views organizational socialization as a special case of adult socialization that focuses on an individual's adjustment to specific and general role demands necessary for participation in work settings. In turn, this study conceives of adolescent socialization to work as a special case of adult socialization. Therefore, this perspective concerns youth's initial stages of breaking into the employment sector within the larger context of work socialization.

Figure 1 illustrates the paradigm of adolescent socialization to work as adapted from Van Maanen. Starting with anticipatory socialization, youth form attitudes and behaviors relevant to work, perceptions of what work organizations are most likely to value, and expectations for their experiences in work settings. This is followed by entry into the workplace, a time when youth encounter organizational socialization forces. Depending upon the intensity and scope of the encounter, individuals can change various perceptions, adapting in ways that achieve harmony between themselves and the work organization. The consequences of this socialization process, whether positive or negative, set the stage for subsequent entry into other work organizations. For youth,

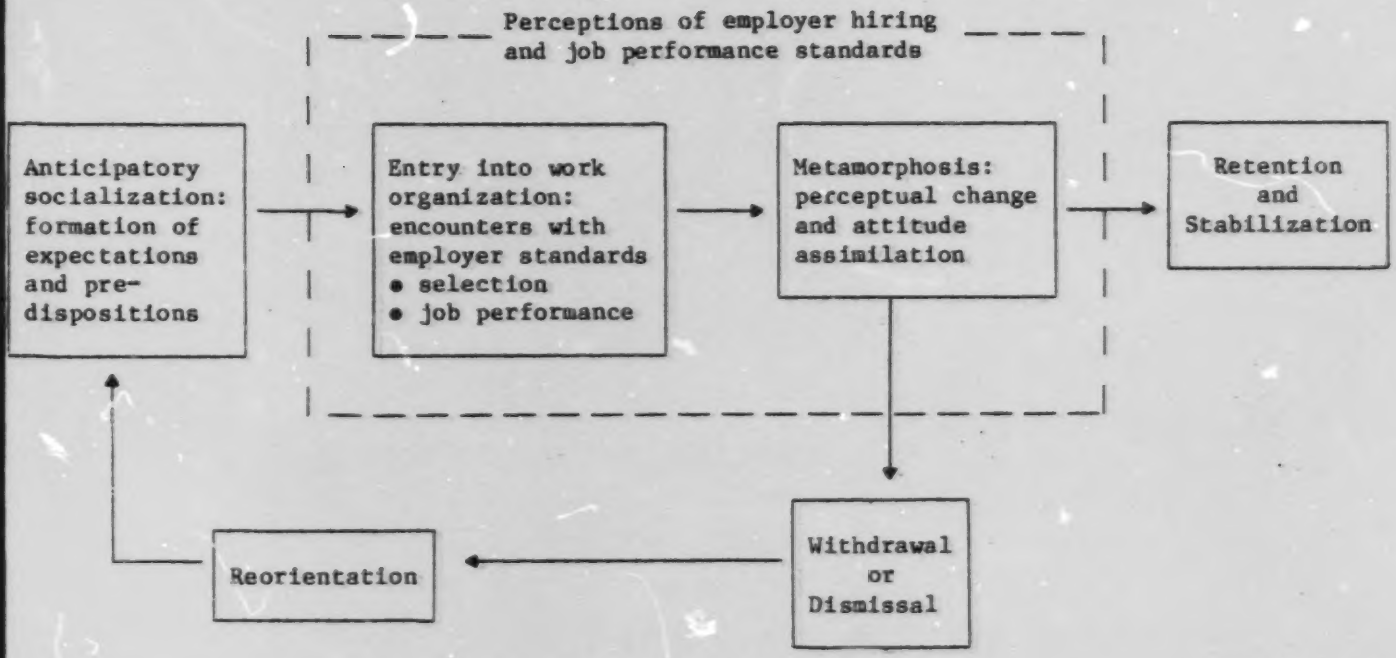

Perceptions of employer hiring and job performance standards
Anticipatory socialization: formation of expectations and pre-dispositions
Entry into work organization: encounters with employer standards
• selection
• job performance
Metamorphosis: perceptual change and attitude assimilation
Retention and Stabilization
Withdrawal or Dismissal
Reorientation

Figure 1. Adolescent socialization to employer standards

this process can be repeated many times until they have crystallized vocational preferences and establish themselves in full-time employment with career potential. Consequently, this paradigm views breaking into early part-time work experiences as a cyclical process, contributing further to anticipatory socialization for entry into later employment.

Anticipatory Socialization: Perceptions and Predispositions

Anticipatory socialization, which is the learning that takes place prior to entering a work organization, predisposes individuals to respond to the demands of the workplace. As a result of experiences in the home, school, and other environments, individuals can learn both broad societal prescriptions, such as those embodied in the work ethic, and specific behavioral guidelines, such as how to apply for jobs and how to work safely and efficiently.

Anticipatory socialization becomes of greater importance for youth as they approach working age. At this time, socialization experiences can vary considerably depending upon the nature of previous work and nonwork activities and the positive and negative influences of those activities. For example, some youth live in homes where family members reap many rewards from employment, whereas others have little regardless of how many hours they labor. In some families work habits and attitudes are laid down early: children assume responsibility for household chores; help relatives, neighbors, and friends; and devote time and effort to homework assignments, music lessons, and the like. Similarly, some youth are encouraged to cultivate a strong sense of duty and obligation by fulfilling their social responsibilities and commitments to others. At the other extreme, some youth learn that work is demeaning, threatening, harsh, and exploitative.

Schools, television, and other media also inform youth about work. Youth are constantly weighing these messages against what they have been taught by family members, peers, and others. Through such activities, youth form perceptions of themselves and of the vast range of work-related experiences that lie before them.

Schooling is an important aspect of anticipatory socialization to work. Van Maanen (1976) defines education as systematic teaching of values, attitudes, and skills required for participation in social organizations. Some

school programs are specifically designed to expose youth to formal orientation and other preparatory experiences for workplace entry. The extent to which these socialization activities are successful in helping youth get and keep jobs will depend on a number of personal and situational factors. For example, employers may find youth to be well-trained and malleable workers, but youth may find themselves locked into poor jobs with no chance of advancement. Teachers of academic subjects may not recognize preparation for work as a goal for their classes. They might argue that pragmatic concerns may actually detract from academic achievement. However, many employers expect schools to socialize all youth to the "basic" attitudes, skills, and values needed for successful job performance, and many assert that schools have not been successful in that regard.

Entry into the Workplace: The Restructuring Effects of the Encounters of Perceptions and Attitudes

Entry into a workplace is a boundary passage. Van Maanen states that individuals are more vulnerable to an organization's socialization processes at such boundary passages. This would be particularly true for youth entering their first jobs. They may have few guidelines for their behavior, relying on whatever knowledge they might have accumulated, on their expectations of what is in store for them, and on their perceptions of what they are supposed to say and do. Further, youth often will have little knowledge of the content and processes of the organization's socialization. All this adds up to a stressful period--a condition that can be favorable for modifying attitudes, beliefs, and perceptions. It is also a period in which either youth or their employers can reject each other when socialization efforts on the part of the organization become frustrating or untenable.

Van Maanen describes this aspect of socialization as "encounter" because as individuals enter workplaces, their perceptions of work are confronted by the standards and norms prevailing there. If their expectations and perceptions are appropriate (i.e., sending the signals employers are looking for), then the transition will be successful. If they are not, socialization will involve a disconfirmation process whereby employers and employees separate. In some cases, this process is valuable to youth because it becomes a learning experience. For others, they never figure out why they were rejected and continue to have negative employment experiences.

Metamorphosis: Perceptual Change and Attitude Assimilation

Youth who make it past the initial entry point enter the stage of work socialization where harmony must be achieved between their perceptions and attitudes and those of the work organization. These initial entry experiences can be a major determinant of youth's later perceptions, attitudes, and behaviors. For youth, continuance can involve "upending events." These events concern changes in perceptions about work and involve varying degrees of disconfirmation. Disconfirmation, being an uncomfortable state, forces individuals to seek safety by changing perceptions, and altering expectations and behaviors accordingly. The organization socializes youth by using its system of rewards and punishments and by the way it attends to or ignores certain behaviors of the individuals wishing to continue with the organization. The intensity of the change is situationally determined by and dependent upon both organizational and individual characteristics.

Once youth have demonstrated appropriate worker attributes, the socialization change process ends or abates. This can be signaled by formal or informal rites of passage (Blau 1966), that declare to the new workers they have "made it" and they now belong. These turning points can also be a time when the new workers perceive their employers as less stringent. As the initiates pass through, they are likely to acquire a sense of accomplishment until the socialization process is reactivated by changes in situational or personal factors (e.g., changing jobs or supervisors). For youth, successful early employment experiences may not mean accomplishing rites of passage in the career sense. Rather it is signaling one's break with childhood and entry into the adult world. Independence, autonomy, security, and status in jobs may be on the horizon but probably are not work socialization tasks fully achieved in early work experiences.

Socialization in the workplace can also be ineffective for either the organization or individual workers (Van Maanen 1976). For example, high turnover can be a nuisance for the employer and harmful to youth. Some youth may adapt too quickly to the adult work world and abandon educational plans and prospects for better employment. Clearly, this is an individual matter and bears closer examination.

Van Maanen's perspective on "overaccommodation" to socialization outcomes is illuminating. Many might consider youth's acquisition of work ethics and proper attitudes a mark of success. However, socialization can be viewed as unsuccessful if it produces individuals who conform too rigidly to norms, values, and behaviors. This can be very damaging to youth's ability to transfer such attributes to other work settings. Hence, special attention must be given to early work experiences as anticipatory socialization for future work experiences.

Research Questions

This study concerns two major areas of investigation. First, a description of the hiring and job performance standards was undertaken by examining employers' reports and youth's perceptions of the standards. The questions addressed were as follows:

- What is the influence of positive information regarding job search strategies, schooling and training, and work experience on employer hiring standards?
- What is the influence of negative information regarding job search strategies, schooling and training, work experience, and productivity on employer hiring standards?
- How stringent are employers' job performance standards for work ethics, attitudes, basic skills, and productivity?
- What are youth's perceptions of employer hiring and job performance standards and how do they change as a result of participation in various employability development programs?

The second area of investigation was to determine the effects of school program, work experience, and self-concept on (1) youth's perceptions of employer standards and (2) employment outcomes and employer evaluation in the year following high school graduation. Finally, this study examined the effects of youth's perceptions of the standards on employment outcomes and employer evaluations in the year after high school graduation. The research questions addressed were as follows:

- What are the effects of high school vocational education and college preparatory program participation on--

--youth's perceptions of employer hiring and job performance standards, and

--employment outcomes and employer evaluations in the year following high school graduation?

- What are the effects of previous work experience on:

  --youth's perceptions of employer hiring and job performance standards, and

  --and employer evaluations in the year following high school graduation?

- What are the effects of self-concepts on:

  --youth's perceptions of employer hiring and job performance standards, and

  --employment outcomes and employer evaluations in the year following high school graduation?

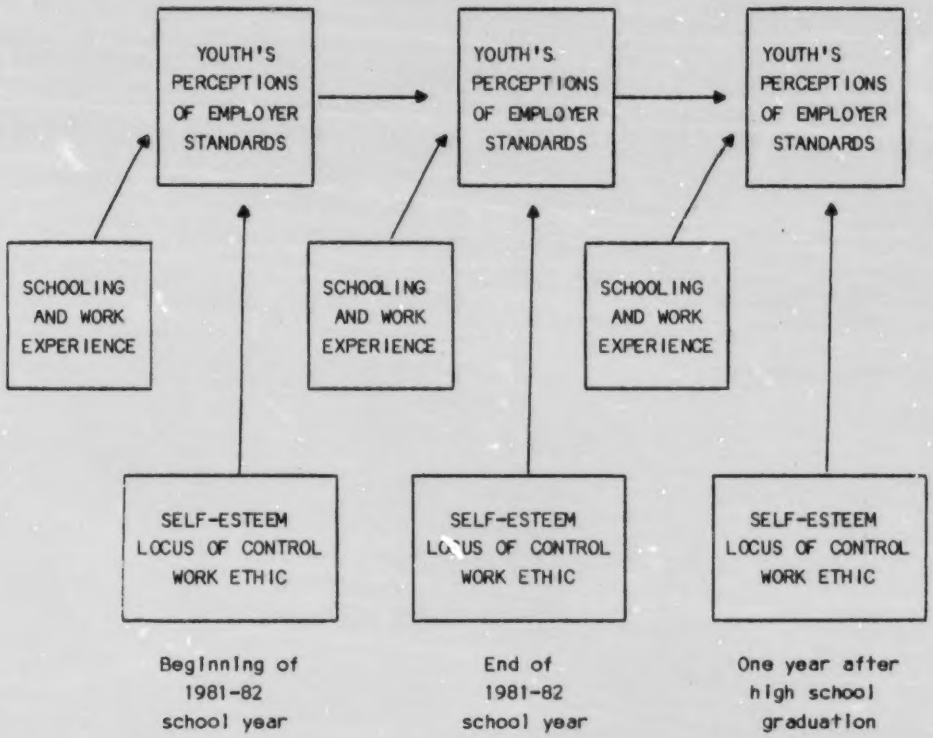
- What are the effects of youth's perceptions of employer hiring and job performance standards on employment outcomes and employer evaluations in the year following high school graduation?

Design of the Study

In order to study youth's perceptions of employer standards within a socialization framework, longitudinal data were collected at three different times. Using exactly the same items in the three survey periods, youth indicated what they thought their current employers' hiring and work performance standards were. The dates of the three waves of data collection were at the beginning of the 1981-82 senior school year, the end of that school year, and 1 year after graduation (June 1983).

Longitudinal data were also collected on three aspects of youth's self-concepts: self-esteem, locus of control, and work ethic. To study the effects of schooling and work on perceptions of the standards, youth were surveyed on various aspects of their educational activities and work experience for the year preceding the first survey and for the time periods between surveys. Data on sex, race/ethnicity, socioeconomic status, and school achievement (i.e., grade point average) were obtained in order to control for these variables. Figure 2 illustrates the design of the study as it concerns youth's perceptions of the standards.

In order to make comparisons between youth's perception of the standards and employers' actual standards, a survey questionnaire was administered to the youth's employers at follow-up (June 1983). This survey required the employers to report their standards, using exactly the same items that the youth rated. The employers also provided data on demographics and selected firm characteristics.


YOUTH'S PERCEPTIONS OF EMPLOYER STANDARDS
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SCHOOLING AND WORK EXPERIENCE
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SELF-ESTEEM LOCUS OF CONTROL WORK ETHIC
Beginning of 1981-82 school year
End of 1981-82 school year
One year after high school graduation

Figure 2. The effects of schooling, work experience, and self-concepts on youth's perceptions of employer standards.

The final aspect of the design of the study concerned the relationship of the perceptions to outcome measures. The youth follow-up data included measures of employment outcomes during the year after high school: number of

weeks worked, unemployment, turnover of jobs, amount of training received, and hourly wage. The employer data at follow-up included their evaluations of the youth's workmanship and job skills, work habits and attitudes, basic academic skill, and productivity as they related to the job. Figure 3 illustrates the work-related outcomes aspect of the design.

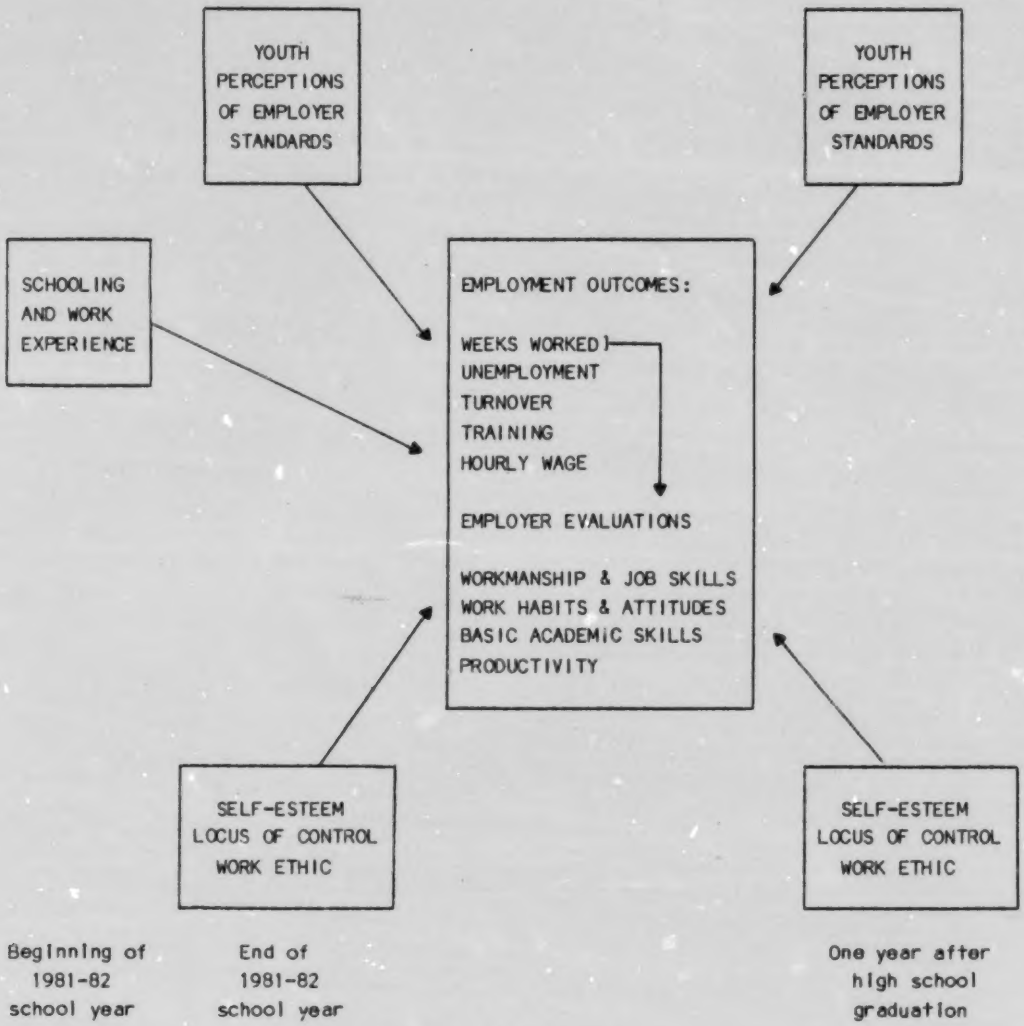

Figure 3. The effects of perceptions, schooling, work experience, and self-concepts on employment outcomes and employer evaluations.

Instrumentation

The principal parts of the survey instruments were the scales to measure youth's perceptions and employers' reports of hiring and job performance standards. Exactly the same items and response categories were used in all questionnaires. Approximately 150 items related to hiring and 75 items related to job performance were identified through a literature review and interviews with employers and trainers. These items included factors related to job search, basic skills, vocational skills, work experience, work ethics, attitudes, and productivity. After a panel of employers and trainers reviewed the items, a pilot test was conducted in the Columbus, Ohio area. Using the pilot test data, items for the final instruments were selected on the basis of their reliability, construct validity, and ability to discriminate well. (Specifics on these criteria and other technical matters are described in more detail in the methodology chapter. See part 2 of this publication).

Hiring standards. The first measure concerns standards associated with employer hiring standards. It included a set of items related to information about job applicants that could influence those standards. Both positive information (e.g., neat and accurate job application) and negative information (e.g., late for interview) were included. Using a Likert-type scale, respondents could express degrees of positive or negative influence that the items could have on the hiring standard. The purpose of this seven-point scale was to obtain a measure of youth's perceptions and employers' reports of hiring standards, ranging from "very positive" (+3) to "would not hire" (-3) with "not at all" (0) in the middle of the scale.

Figure 4 displays the part of the questionnaire including these items. Exactly the same items and rating scale were used on the employers' questionnaire. However, the introductory stem was changed to "As a supervisor, how would you be influenced to hire someone for this job who. . . ."

BASED UPON THE KINDS OF JOBS YOU MIGHT APPLY FOR, HOW WOULD EMPLOYERS BE INFLUENCED TO HIRE SOMEONE WHO . . .

		very positively	positively	somewhat positively	not at all	somewhat negatively	negatively	would not hire
1.	Looked clean and neat at the interview?	+3	+2	+1	0	-1	-2	-3
2.	Gave false information on job application?	+3	+2	+1	0	-1	-2	-3
3.	Asked many questions about the job or the company during the interview?	+3	+2	+1	0	-1	-2	-3
4.	Understood that a beginner sometimes does boring and low-level work tasks?	+3	+2	+1	0	-1	-2	-3
5.	Couldn't read a newspaper?	+3	+2	+1	0	-1	-2	-3
6.	Got confused when asked a simple question?	+3	+2	+1	0	-1	-2	-3
7.	Used poor grammar when speaking?	+3	+2	+1	0	-1	-2	-3
8.	Filled out a job application in a neat and correct manner?	+3	+2	+1	0	-1	-2	-3
9.	Called employer after interview to show interest in getting the job?	+3	+2	+1	0	-1	-2	-3
10.	Was late for interview appointment?	+3	+2	+1	0	-1	-2	-3
11.	Attached a complete job resume to application?	+3	+2	+1	0	-1	-2	-3
12.	Asked for 25 cents an hour more than the job normally pays?	+3	+2	+1	0	-1	-2	-3
13.	Got A's and B's in all math courses?	+3	+2	+1	0	-1	-2	-3
14.	Had not completed high school?	+3	+2	+1	0	-1	-2	-3
15.	Had never worked before?	+3	+2	+1	0	-1	-2	-3
16.	Had 3 jobs in last 6 months?	+3	+2	+1	0	-1	-2	-3
17.	Had a previous employer who would rehire him or her?	+3	+2	+1	0	-1	-2	-3
18.	Was convicted for possession of marijuana?	+3	+2	+1	0	-1	-2	-3
19.	Had only done jobs like lawnmowing, babysitting, and delivering newspapers?	+3	+2	+1	0	-1	-2	-3
20.	Was absent 12 different times in his/her last school year?	+3	+2	+1	0	-1	-2	-3
21.	Had taken vocational education curriculum in high school?	+3	+2	+1	0	-1	-2	-3
22.	Had training in the job skills needed for this job but no experience?	+3	+2	+1	0	-1	-2	-3
23.	Was 15% less productive than other workers in his/her last job because he/she wasn't trying?	+3	+2	+1	0	-1	-2	-3
24.	Was late for work 3 times last year?	+3	+2	+1	0	-1	-2	-3
25.	Was absent from work 12 different times last year?	+3	+2	+1	0	-1	-2	-3
26.	Was 15% less productive than other workers in last job even though he/she was trying?	+3	+2	+1	0	-1	-2	-3

Figure 4. Hiring standards items

Job performance standards. Similar in construction to the previous one, the second measure included a set of items representing disciplinary problems that could cause employees to lose their jobs. Using a six-point rating scale respondents could express degrees of seriousness of the problems in terms of their supervisors' disciplinary actions, ranging from ignoring the problem to firing the employee immediately. The purpose of this scale was to obtain a measure of youth's perceptions and employers' reports of job performance standards.

Figure 5 displays the part of the youth's questionnaire containing these items. Exactly the same items and rating scales were used on the employers' questionnaire. However, the introductory stem was changed to "As a supervisor, what will you do the first time the employee. . . ."

Sample

The subjects of the study were students enrolled in cooperative and in-school vocational education programs in the secondary schools of three cities --one in the Midwest, the South, and the East. In order to compare the findings of these program groups to others, most of the seniors in five of those city's high schools were also surveyed. Of the 522 seniors in the original sample, 325 completed questionnaires during the post-high school follow-up. This represents a 62 percent follow-up rate. The follow-up sample is actually a subsample of 971 youth who completed the surveys during the 1981-82 school year. This larger sample that included youth in grades 9 through 12 will be discussed in greater detail in the chapter describing differences in the youth's perceptions of the standards.

Sex, race/ethnicity, and age. Of the 325 follow-up subjects, 42.8 percent were males and 57.2 percent were females. The distribution by race/ethnicity was 60.9 percent white, 31.1 percent black, 2.2 percent Hispanic, 1.5 percent Native American, and 1.5 percent other (2.8 percent missing data). Everyone in this sample was of working age at the beginning of the senior year. Most of the youth were 17 (73 percent) or 18 (23 percent) years old at that time.

WHAT WILL YOUR SUPERVISOR DO THE FIRST TIME AN EMPLOYEE . . .

		a ignore	b discuss if persists	c discuss immediately	d warning	e suspend	f fire immediately
1.	Wears flashy or sexy clothes to work?	a	b	c	d	e	f
2.	Comes to work dirty or sloppy?	a	b	c	d	e	f
3.	Shows up for work drunk or stoned?	a	b	c	d	e	f
4.	Acts angry or sulks when criticized?	a	b	c	d	e	f
5.	Gripes about working conditions, like short coffee breaks or working unpopular shifts?	a	b	c	d	e	f
6.	Gets into an argument with co-workers?	a	b	c	d	e	f
7.	Puts more hours on time sheet than actually worked?	a	b	c	d	e	f
8.	Refuses to do a job because it is actually undesirable or "beneath his/her dignity?"	a	b	c	d	e	f
9.	Can't read written directions to complete a job?	a	b	c	d	e	f
10.	Doesn't write telephone messages or memos that are easy to understand?	a	b	c	d	e	f
11.	Makes many mistakes in spelling, grammar, and punctuation?	a	b	c	d	e	f
12.	Speaks so poorly that co-workers can't understand what is being said?	a	b	c	d	e	f
13.	Makes many mistakes adding, subtracting, multiplying, or dividing numbers?	a	b	c	d	e	f
14.	Tries but takes twice as long as other workers to learn a new job?	a	b	c	d	e	f
15.	Tries but is 15% less productive than other workers with the same training?	a	b	c	d	e	f
16.	Doesn't try and is 15% less productive than other workers with the same training?	a	b	c	d	e	f
17.	Seems not to be trying but is no less productive than other workers?	a	b	c	d	e	f
18.	Takes an extra hour of break time but finishes assigned work anyway?	a	b	c	d	e	f
19.	Misses 2 different days of work the first month?	a	b	c	d	e	f
20.	Doesn't call in when sick?	a	b	c	d	e	f
21.	Is 20 minutes late to work and has no good excuse?	a	b	c	d	e	f
22.	Causes $100 of damage to a piece of equipment?	a	b	c	d	e	f
23.	Spends 15 minutes making personal telephone calls during one work day?	a	b	c	d	e	f
24.	Needs twice as much supervision as others?	a	b	c	d	e	f
25.	Finishes work assigned but does not report back to supervisor for more work?	a	b	c	d	e	f

Figure 5. Job performance standards items

Socioeconomic status (SES). The family background of the students was predominantly working class. The average family income for the sample was $19,582. Thirteen percent of their fathers were college graduates, 12 percent had completed some college, 33 percent had completed high school, and 26 percent had not completed high school. Their mothers were at a similar educational level: 12 percent had graduated from college, 12 percent had completed some college, 33 percent had completed high school, and 26 percent had not completed high school. The distribution of the parents' occupations is what would be expected in an urban setting.

TABLE 1

OCCUPATIONAL STATUS OF PARENTS

Occupation	Father (Percent)	Mother (Percent)
Professional, managerial, and small business owners	20	10
Service & blue collar	65	40
Homemaking	1	30
Missing	14	14

Their families on average consisted of 4.4 persons: 3.4 were age 16 or over, 2.3 were employed, and 0.7 were of working age but not employed.

Marital status. Most of the subjects were still single at follow-up. Nearly 5 percent were married and 1 person was separated or divorced; all had children but only 1 person had 2 children. In keeping with the current trend, the vast majority (82 percent) reported still living at home with their parents. Only 6.2 percent lived alone or shared living quarters with friends. In response to questions about what their situation would be like in 5 years, 90 percent thought they would be better off. In terms of how they would be living 5 years after the follow-up survey, they indicated that they would be--

- working at a full-time job (79%)
- single (37%)
- in college or tech school (28%)
- a parent (28%)
- working at a part-time job (12%)
- working at the same job (9%)

- at home with children (6%)
- in the military (6%)
- in apprenticeship program (2%)

Employers

The employer data set consists of 143 persons who were supervisors of the youth at the time of the follow-up survey. The supervisors completed the survey within 1 month after the youth's survey. Since 240 of the 325 youth provided the names and addresses of their employers, the 143 employers represent a response rate of 60 percent.

Sex, race/ethnicity, and age. The employee sample was 40.6 percent females and 59.4 percent males. Whites predominated at 88.9 percent, blacks represented 8.4 percent, and other minorities, 2.8 percent. The majority of the employers (83.2 percent) were over the age of 25.

Firm characteristics. The employers were representative of many business-industry groups, with approximately 43 percent in fast food, grocery, retail sales, and service industries. About half of the employers were in small businesses employing fewer than 18 full-time and 11 parttime employees; 5 of those full timers and 5 of those part-timers were between the ages of 16 and 24. The youth in the study worked on equipment that ranged in value from under $2,000 to over $200,000, but the majority (64 percent) worked on equipment costing less than $10,000. The distribution of the employers responding to this question was--

- Under $2,000 (23%)
- $2,001 - $10-000 (41%)
- $10,001 - $50,000 (27%)
- $50,001 - $200,000 + (1%)
- Don't know (8%)

The following chapter describes youth's schooling and work experiences as reported in the three survey periods. This chapter is followed by a description of employers' reports and youth's perceptions of hiring and job performance standards.

CHAPTER II

DESCRIPTION OF YOUTH'S EDUCATIONAL PREPARATION AND WORK EXPERIENCE

Following is a description of the youth's sample on key characteristics used in the data analysis of follow-up outcomes.

Educational Preparation

Secondary School

While in high school, the subjects were fairly evenly distributed across the three major types of curriculum: 32 percent indicated they were vocational majors, 38 percent were college preparatory majors, and 31 percent were general studies majors. Although 14 percent of the sample while in high school thought their education would end with high school graduation, 41 percent after graduation did not enroll in postsecondary school at any time during the follow-up year. About 34 percent of the sample indicated that they wanted to take some college courses after high school and 32 percent actually enrolled in part of the follow-up year. Although 40 percent said they would graduate from a 4-year college or go beyond that level, only 17 percent enrlled in a 4-year postsecondary institution during the follow-up year.

Vocational and Career Programs

The sample breaks out almost evenly between those who took vocational and career programs during the senior year and those who did not. Table 2 shows the distribution of the sample over the programs.

TABLE 2

VOCATIONAL PROGRAM ENROLLMENT DURING THE SENIOR YEAR

Program	Frequency	Percentage
Cooperative distributive education	59	18.2
Cooperative office education	24	7.4
Experience-based career education	25	7.7
CETA programs	3	.9
Office education (OE)	13	4.0
Work/study	7	2.1
Career skills center	25	7.7
Other	14	4.3
No program	155	47.7

NOTE: These programs are described on pages 28 and 29 of this report.

Those in programs spent 8.2 months in the school-based part of the program, taking classes averaging 11.3 hours per week. They spent 5.7 months at the workplace as part of the vocational program, working an average of 16.3 hours per week.

The types of vocational or career preparation the subjects received through programs were sales and merchandising training (33 percent), office work training (27 percent), and career exploration (15 percent).

Postsecondary School

Approximately 30 percent of the youth were enrolled in school for 9 months or more during the follow-up year. Another 17 percent were enrolled for more than 2 quarters. Fifteen percent were enrolled for 6 months or less. A large majority of the students indicated that when they were attending school, they were full-time students. Students going to school 3 months or less, however, indicated part-time enrollment. Forty-one percent did not attend any postsecondary school.

TABLE 3

POSTSECONDARY ENROLLMENT

Enrollment Period	Number of Students	Percentage of Sample	Full-time Attendance (%)	Part-time Attendance (%)
9-12 months	98	30	26	4
7- 8 months	55	17	16	1
4- 6 months	26	8	8	2
0- 3 months	13	4	1	3
0 months	133	41		

The majority of those in school (54 percent) were enrolled in 4 year colleges. Approximately 15 percent were enrolled in 2 year colleges and 17 percent were enrolled in vocational, business, and technical schools. Surprisingly, a little more than 9 percent were enrolled in continuing education courses to complete the requirements for a high school diploma. The remaining 5 percent were enrolled in some other type of school.

Work Experience

During High School

A majority of the sample was employed during the high school years. Approximately 63 percent were employed during their junior year, 72 percent were employed during the summer of 1981, and 79 percent were employed during their senior year. Working part-time was the norm for all three time periods. The average number of hours worked per week was 19 hours in the junior year, 23 hours in the summer, and 22 hours in the senior year. The cumulative hours of work experience on average was 331 hours, which is 39 percent of full-time employment for the 21 months period.

The average hourly wage gradually increased over time beginning with $3.36 an hour during the junior year, going to $3.45 in the summer, and reaching $3.61 in the senior year. The typical youth's average income was $382 during the junior year, $204 during the summer, and $473 during the senior year, or $1,159 for the 21-month period.

Occupation

The type of employment held by the youth remained relatively constant over the 21 months. About two-thirds were employed as retail sales, grocery, fast-food, and restaurant workers. Approximately 15 percent were employed as office workers. The rest were employed in a variety of occupations ranging from baby-sitters to tradespersons. The occupational category that dropped off markedly was baby-sitting and other odd jobs. The large majority of youth were employed in the private sector (approximately 75 percent). Prior to graduation almost all of those who worked were employed part-time while going to school full-time.

Employers' estimates of competency levels. Employers of youth during their senior year were asked to assess the competencies required for the jobs held by the youth in our study. For each competency area, the employers indicated how much youth had learned before they started the job, how much they had learned on the job, and their overall performance level at the time of the survey (see table 4). Upon job entry, employers reported that youth were

best prepared in basic academic skills, especially reading and writing. Those ratings were not very high, however, averaging out to a C minus. Speaking and listening skills were marginal, but math skills were unsatisfactory to them. The ability to learn and assume the work role (i.e., cooperation and responsibility were rated lower than basic skills, ranging from a D to an F. Lowest of all ratings were competencies directly related to business and job performance, with job skills receiving only a 25 percent rating.

The employer's ratings of performance level at the time of the survey were very favorable, indicating that youth had learned a great deal on the job. Only job skills remained marginal. Competencies in basic academic skills and ability to learn and assume the work role were rated B or better by the majority of employers. Ratings of most competencies related to business and job performance increased to about a C plus or better. This area, according to the employers, showed the most growth on the job.

TABLE 4

FOLLOW-UP ON EMPLOYERS' ESTIMATES OF COMPETENCY LEVELS
(During Senior High School Year)

Competencies Required for the Job	Before Job (employer mean) by %	On the Job (employer mean) by %	Performance at Time of Survey (employer mean) by %
Math	58	24	82
Reading	78	11	89
Writing	78	11	89
Speaking/listening	67	18	85
Ability to learn	54	29	83
Cooperation	65	26	91
Responsibility	54	29	83
Business	45	33	78
Job skills	25	44	69
Meeting standards	29	46	75
Meeting deadlines	33	42	75

During Follow-up Year

Employment status. At follow-up (52 weeks after graduation), 68 percent were employed, 24 percent were unemployed and looking for work, and 8 percent were not employed and not looking for work. These figures roughly correspond to the National employment situation in which the unemployment rate was 23.6 percent for teenagers (USDOL June 1983). The employed group in the sample had been employed on average 41 weeks and worked 35 hours a week during the follow-up year. Their average hourly wage was the highest and in turn so was their annual income which was $6,127. Those unemployed at the time of the survey had worked about half as long. They had been employed for 21 weeks and had worked 29 hours a week at an average annual income of $2,206 on average, those who were not employed nor looking for work at the time of the survey, had been employed for only 15 weeks and had worked 21 hours a week at an hourly wage of $3.48. Their average annual income was $1,096. See table 5.

TABLE 5

EMPLOYMENT PICTURE AT THE TIME OF FOLLOW-UP SURVEY

Employment Status at Survey	Percentage of Sample	Weeks Worked	Hours Worked Per Week	Average Hourly
Employed	68	41	35	$4.27
Unemployed (looking for work)	24	21	29	$3.62
Nonemployed (not looking for work)	8	15	21	$3.49

Occupations. The employment pattern of the high school years began to shift during the follow-up year. Employment in retail sales, grocery stores, fast-food, and restaurants decreased from 56 percent to 44 percent. Office jobs increased from 15 percent to 29 percent. Other types of employment decreased from 29 percent to 25 percent. The occupational level began to increase for approximately 21 percent of the subjects. Six percent reported they had some kind of supervisory role and 15 percent reported job titles and duties associated with more responsibility, (e.g., secretaries rather than typists, bank tellers, and bookkeepers rather than clerical assistants). The breakout by occupational categories can be found in table 6.

TABLE 6

EMPLOYMENT BY OCCUPATION DURING THE FOLLOW-UP YEAR

Job Duties	Percentage
Retail Sales, Grocery, Fast-food, and Restaurant Workers	44
Supervisors	4
Salespersons	12
Cashiers	7
Stock clerks, courtesy clerks	6
Waiters, counterpersons, buspersons	7
Food preparers	6
Security	2
Office and Bank Workers	29
Supervisors	2
Secretaries	9
Typist, file clerks, receptionists	15
Bank tellers, bookkeepers	3
Other Workers	25
Maintenance and construction workers	5
Aides to professionals and managers	4
Recreation and health club workers	4
Other service workers	3
Factory workers and machine operators	3
Tradespersons	3
Baby-sitters and newspaper carriers	2
Military	1
Missing Data	2

Major job duties. In addition to indicating their job title, the youth listed five major duties associated with their jobs. Tabulating these job duties revealed an interesting distribution of the work that youth are hired to perform. The data in table 7 indicate the percentage of times the duty was listed by all the youth. It should be pointed out that the data do not show the percentage of youth who perform the duties nor the percentage of time spent on each duty. Far above all other job duties, performing routine maintenance tasks (e.g., cleaning, stocking shelves heads the list, was mentioned 35 percent of the time. Almost all youth indicated that they do this kind of work; some youth listed all their duties in this category. Among the next highest rated duties are directly related to basic academic skills and share approximately 30 percent of the duties listed by the youth: performing math and money management tasks, communicating, and reading and writing. Duties potentially related to vocational education (e.g., typing, home economics, and distributive education) comprise approximately 33 percent of the duties. Of this last group only about 4 percent of the duties listed were related to trade and technical work tasks.

TABLE 7

MAJOR JOB DUTIES DURING THE YEAR AFTER HIGH SCHOOL GRADUATION

Job Duties	Percentage
Routine maintenance duties	34.8
Typing and operating business machines (including cash register and computer)	10.9
Math operations & money management	10.5
Communication related duties	10.0
Reading and writing	8.6
Organizing, filing, expediting	5.7
Cooking, sewing, child care	5.2
Customer service	4.5
Trade/technical related duties	4.3
Supervising and training	1.9
Security duties	.6
Arranging, displaying, inspecting	.8
Athletic-related duties	.6
Other duties	.6

CHAPTER III

DESCRIPTION OF HIRING AND JOB PERFORMANCE STANDARDS

Introduction

The purpose of this chapter is to describe employers' reports of their hiring and job performance standards and secondary school youth's perceptions of those standards. This chapter focuses on the relationship of the perceptions of youth while in high school to the standards of employers who hire youth in the year after high school.

One hundred and forty-one employers completed the survey. These employers were supervisors of the youth who completed the follow-up survey 1 year after high school graduation. Nine hundred and seventy-one students completed two separate surveys at the beginning and end of the 1981-82 school year. Five hundred and eighty-four of the students were enrolled in employability development programs (i.e., vocational education, career education, and employment and training programs), and 387 were not. This larger data set was preferred since only 325 seniors were included in the follow-up subsample. Table 8 displays the distribution of the students by program and grade level. A brief description of the programs can be found on pages 28 and 29.

TABLE 8

PROGRAM ENROLLMENT OF YOUTH
(1981-82 School Year)

Programs	Grades				Totals
	9	10	11	12	
Distributive education (DE)				128	128
Cooperative office education (COE)				44	44
Office education (OE)				26	26
Work-study				28	28
Career centers			33	49	82
Experience-based career education (EBCE)	23	48	72	28	171
CETA			27	61	88
Other vocational programs			6	11	17
No vocational programs			153	234	387
Totals	23	48	291	609	971

Career Centers

Career centers are separate facilities in a public high school system to which city high schools act as "feeder schools." These career centers provide intensive training for part of the school day as preparation for specific career fields that students may wish to enter. Among the occupational fields are cosmetology, food preparation, health care, performing arts, electrical work, carpentry and construction, laboratory technician work, and auto mechanics. Students receive all of their training at the career centers, which provide them with certificates of program completion and skill acquisition. The purpose of the career centers is to provide a variety of job preparation programs that will help youth develop skills and work habits that will enable them to obtain entry-level jobs in a chosen occupational area.

CETA Youth Employment Program (CETA)

This Comprehensive Employment and Training Act: Youth Employment and Training Program (CETA) is for youth who have dropped out of school or are potential dropouts. The program offers assistance to those in need of employability services and most able to benefit from them. It assists clients in developing skills necessary for self-reliance, particularly in relation to job search. It encourages employers to emphasize what the participants can become as a result of services and training offered and to deemphasize the past experiences of the participants. The educational goals for the participants are to obtain either a high school diploma, to pass the GED examination, or to improve their functional reading level, depending upon their designated curriculum. The placement goal is that all completers will obtain an unsubsidized placement or other positive termination (such as high school diploma, GED, return to school, transfer to other programs), or will meet grade-level improvement through remediation.

Cooperative Office Education (COE)

This 1-year cooperative office education (COE) program provides students with an excellent opportunity to gain valuable supervised experienced through cooperation between the schools and business. The program is planned for students who have developed their skills to a level that is acceptable for employment in a business office at the beginning of grade 12. The purpose of this program is to provide an opportunity for on-the-job experience during the senior year. Students spend 90 minutes daily in the COE classroom laboratory. Students may elect another course in business education. Most trainees attend school one-half day and work at a job station for the remainder of the day.

Distributive Education (DE)

Students enrolled in this 1-year cooperative distributive education (DE) program participate in on-the-job training at area retailers, wholesalers, and service-selling businesses. The program is designed for students considering a career in retailing, wholesaling, and service-selling businesses. The primary objective of the program is to prepare youth for full-time employment in the distributive occupations--selling, marketing, merchandising, and other occupations concerned with the flow of goods from the producer to the consumer.

DE consists of 90 minutes of related classroom study in marketing and distribution and 2 periods of required courses. Students are dismissed early in the day to report to their training stations for on-the-job training.

Experience-Based Career Education: (EBCE)

This experience-based career education (EBCE) program is open to all students in grades 9 through 12. EBCE is designed to help youth know themselves better by refining their interests, abilities, and values in order to develop realistic and obtainable career and life goals; to learn that basic skills in communications and mathematics are essential and relevant for accomplishing their career and personal goals and to; gain a broad understanding of the world of work by learning what they can expect from it and what it will require of them. The academic resource center is an individualized instructional system. The center focuses primarily on English and mathematics, providing multipurpose work space for students to use as they develop skills suited to career goals and ability levels. Exploration is a career awareness activity in which group instruction is combined with individual learning projects conducted in the community. Instead of learning about one job on one site, students rotate among as many as 15 sites to learn about as many career possibilities as they can. In this EBCE model, youth spend 1 day at the work site.

Office Education (OE)

The office education (OE) program is a 2-year program designed to provide skills acceptable for employment in a business office upon graduation. This program is intended primarily for students without office training and consists of in-school training during the entire junior year and the first semester of the senior year. During the last semester of the senior year, participants are placed at the work sites for on-the-job training. Students must have an interest in pursuing an office career and they must have developed a skill acceptable for employment by the end of the first semester of the senior year.

Work-Study Program

The work-study program is designed to permit students to pursue employment in trade and industrial occupations during the school day and to pursue academic courses required for graduation. Students attend classes during the mornings and are released for the remainder of the day for work experience. In addition to enrollment in a general high school curriculum, students receive employability development instruction and job placement services from the work experience coordinator. The purpose of this program is to provide paid work experience and to ensure the completion of courses leading to a high school diploma.

No Program

These secondary school students were not enrolled in any employability development program during the data collection year. They were included in the sample for comparison purposes.

Research Questions

The following research questions, derived from a review of the literature conducted in earlier phases of this project (see part 2, chapter 7 of this document), were addressed to provide a description of employer standards and youth's perceptions.

- What is the influence of positive information regarding job search strategies, schooling and training, and work experience on employer hiring standards?
- What is the influence of negative information regarding job search strategies, schooling and training, work experience, and productivity on employer hiring standards?
- How stringent are employers' performance standards for work work ethics, attitudes, basic skills, and productivity?
- What are youth's perceptions of employer standards and how do they change as a result of participation in various employability development programs?

The literature represents a broad and sweeping view of the youth employment problem and employability development strategies. Rather than pinpointing specific skill-related sources of employment problems, the literature suggests a number of general traits and basic skills that youth need to get and keep jobs. The following is a description of six factors indicated in the literature as having an influence on employer standards: job search strategies, schooling and training (e.g., basic academic and vocational skills), work ethics, attitudes, work experience, and productivity. Accompanying the description of each factor are the items included on the hiring and job performance scales of the employer and youth surveys.

Job Search Factors

Job search strategies have received much attention in the literature. Borus and his associates (1980) concluded that the most disadvantaged persons in the labor market are substantially less knowledgeable about the labor market in which they are attempting to operate. Among these strategies are identifying job opportunities, using networks and contacts, writing resumes, filling out job applications, interviewing, and following up on job contacts. The job search items included in this survey are shown in exhibit 1.

EXHIBIT 1

JOB SEARCH ITEMS INCLUDED IN THE SURVEY

Hiring Standards (positive information)

- Looked clean and neat at the interview
- Filled out job application in a neat and correct manner
- Attached a complete job resume to application
- Asked many questions about the job or the company during the interview
- Called employer after interview to show interest in getting the job
- Understood that a beginner sometimes does boring and low-level work tasks

Hiring Standards (negative information)

- Gave false information on job application
- Was convicted for possession of marijuana
- Was late for interview appointment
- Got confused when asked a simple question
- Asked for 25 cents more than the job normally pays

Schooling and Training Factors

Employers are very concerned about basic academic skills, trainability, and the ability to learn (Murphy 1969; Kline 1969; Richards 1980; Taggart 1981). These general or fundamental skills have been variously interpreted in numerous surveys and other inquiries on the subject. To put it simply, it is well known that employers expect young people to be able, if required, to read, speak, write, and use mathematics well enough to carry on everyday work operations. Further, they expect youth to be able to grasp simple instructions, to learn simple job duties quickly, and to use good judgement and reasoning in executing job tasks.

Job skills and training represent only a small portion of factors contributing to youth's early job search success. This seems to be due to the fact that either most youth possess the skills needed for the jobs they can get or can be trained to acquire those skills within a few weeks of informal on-the-job training. Surveys of employers (e.g., Richards 1980) have shown that job skills often do not figure prominently in the reasons that youth do not get and keep jobs. The obvious exceptions are jobs requiring specific skills such as typists, computer programmer, and machinist. However, these jobs represent only a small part of jobs high school youth obtain.

The schooling and training items included in this survey are in exhibit 2.

EXHIBIT 2

SCHOOLING AND TRAINING ITEMS INCLUDED IN THE SURVEY

Hiring Standards (Positive Information)

- Got A's and B's in all math courses
- Had taken vocational education curriculum in high school
- Had training in the job skills for this job but no experience

Hiring Standards (Negative Information)

- Couldn't read a newspaper
- Used poor grammar when speaking
- Was absent 12 times in last school year
- Had not completed high school

Job Performance Standards

- Makes many mistakes adding, subtracting, multiplying, or dividing numbers
- Can't read written directions to complete a job
- Speaks so poorly that co-workers can't understand what is being said
- Doesn't write telephone messages or memos that are easy to understand
- Makes many mistakes in spelling, grammar, and punctuation
- Tries but takes twice as long as other workers to learn a job
- Needs twice as much supervision as others

Work Experience Factors

Previous work experience can be a powerful tool for preparing youth for future employment. However, Taggart (1981) suggested that work alone may not increase employability or employment chances. Other researchers have found that the development of employability is possible through work experience, but work experience might not be as optimally beneficial for youth as some claim it is. Greenberger, Steinberg, and Ruggerio (1982) also stressed that early work experience can foster attitudes and behaviors that future employers might consider imcompatible or undesirable. The work experience items included in this survey are listed in exhibit 3.

EXHIBIT 3

WORK EXPERIENCE ITEMS INCLUDED IN THE SURVEY

Hiring Standards (Positive Information)

- Had a previous employer who would rehire him/her
- Had only done jobs like lawn mowing, baby-sitting, and delivering newspapers

Hiring Standards (Negative Information)

- Was absent from work 12 times last year
- Was late for work three times last year
- Had three jobs in the last 6 months
- Had never worked before

Work Ethics

Work ethics and attitudes are disproportionately mentioned in the literature as factors contributing to employment success. Deficiencies in these factors are repeatedly cited as reasons why youth do not keep jobs (Wilson 1973; Leach and Nelson 1978; Dodd 1981; Ellwood 1980; Adams and Mangum 1978; Passmore 1982). Whereas attitudinal items appear in many forms, employers seem to be most concerned with work ethics (Weber 1958). Many items in this category relate to employers' concerns with efficiency, control, and order in the behavior of workers. Among those often mentioned are showing respect for authority, being punctual, using established procedures, following rules and directions, completing work on time, and using supplies and equipment carefully. The work ethic items included in this survey are listed in exhibit 4.

EXHIBIT 4

WORK ETHIC ITEMS INCLUDED IN THE SURVEY

Job Performance Standards

- Shows up for work drunk or stoned
- Doesn't call in when sick
- Causes $100 of damage to a piece of equipment
- Refuses to do a job because it is undesirable or "beneath his/her dignity
- Puts more hours on time sheet than actually worked
- Is 20 minutes late to work and has no good excuse
- Misses 2 different days of work in first month
- Spends 15 minutes make personal telephone calls during 1 work day

Attitudes

Many socially desirable attitudes are explicitly mentioned in the literature or can be inferred from employers' statements of desirable job performance. Among the most common are intiative, responsibility, cooperation, ambition, loyalty, self-directedness, even-temperedness, stability, perseverance, helpfulness, cheerfulness, reliability, dependability, industriousness, sociability, thoughtfulness, courtesy, friendliness, alertness, and good judgment. Athough this is not the place to interpret the various meanings of these traits, it should be pointed out that some of these terms

may be euphemisms for other desired traits. For example, "cooperation" may be another way of saying "compliance"; "self-directedness" may mean "does not need a great deal of supervision and training" rather than "independent in thought and action."

Rosenfeld (1982) cited a recent survey of businesses to determine what they wanted most from schools: more basic education, more training, more vocational education, more shop experience, or better work attitudes. He reported that those surveyed overwhelmingly chose better attitudes. Others have found that altering or developing certain attitudes and social skills has proven to be important in removing barriers to employment (Evans 1978; Frost 1974) and improving job performance (National Commission for Employment Policy 1979). The attitudinal items included in this survey are listed in exhibit 5.

EXHIBIT 5

ATTITUDINAL ITEMS INCLUDED IN THE SURVEY

Job Performance Standards

- Acts angry or sulks when criticized
- Gets into an argument with coworkers
- Gripes about working conditions like short coffee breaks or working unpopular shifts
- Comes to work dirty and sloppy
- Wears flashy or sexy clothes to work

Productivity and Effort Factors

An employee's productivity is a major concern to employers. They expect employees to be productive; otherwise they would not hire them. However, their expectations for the productivity of young new workers are unclear. Richards (1980) found that productivity was a top priority of only 34 percent of the employers in his survey. More of these employers rated positive attitudes, basic skills, and craftmanship as top priorities. Since young workers might require some time to become as productive as other workers in the same job, the level of effort--a trait that employers highly value--might affect employers' standards concerning productivity. The productivity item included in this survey are listed in exhibit 6.

EXHIBIT 6

PRODUCTIVITY AND EFFORT ITEMS INCLUDED IN THE SURVEY

Hiring Standards (Negative Information)

- Was 15% less productive than other workers in last job even through he/she was trying
- Was 15% less productive than others workers in last job because he/she wasn't trying

Job Performance Standards

- Tries but is 15% less productive than other workers with the same training
- Doesn't try and is 15% less productive than other workers with the same training
- Seems not to be trying but is no less productive than other workers
- Takes an extra hour of break time but finishes assigned work
- Finishes work assigned but does not report back to supervisor for more work

Hiring Standards (Positive Information)

The employers of the youth at the time of the follow-up survey rated the influence of the 26 items on their decision to hire prospective applicants for a job similar to the one held by the youth in our study. Eleven of the items contained positive information about the applicants; 15 of the items contained negative information. The employers rated the influence of each item on a seven-point scale, ranging from "very positively" to "would not hire." The center point on the scale indicated no influence at all. The rating scale is shown in exhibit 7.

EXHIBIT 7

RATING SCALE FOR HIRING STANDARDS

As a supervisor how would you be influenced to hire someone for this job who. . . . ?

+3	+2	+1	0	-1	-2	-3
very positively	positively	somewhat positively	not at all	somewhat negatively	negatively	would not hire

The youth rated the same 26 items using the same rating scale. They rated these items by responding to the question, "Based on the kinds of jobs you might apply for, how would employers be influenced to hire someone who. . . . ?"

Employer's Reports of the Standards

Job search factors. Positive job search strategies clearly had an important influence on these employers. Employers rated all six items that conveyed positive information about an applicant's job search behavior higher than the items conveying positive information about the applicants' work experience and schooling (see table 9). Each of the top-rated job search items was intended to communicate to the employers that the applicant was interested and enthusiastic about getting the job. Apparently employers do place a premium on this behavior. The item "understood that a beginner might have to do low-level work tasks" was intended to communicate that the applicant knew what the work was like and was willing to do it. This behavior may have conveyed too much docility and in a sense may not have been stated as positively as it could have been. Nevertheless, its influence seems to be fairly strong on employers.

TABLE 9

EMPLOYERS' REPORTS OF HIRING STANDARDS (POSITIVE ITEMS)

Employer Median	Items
	Job Search Factors
2.67	Looked clean and neat at the interview
2.05	Filled out job application in a neat and correct answer
1.91	Attached a complete job resume to application
1.89	Asked many questions about the job or the company during the interview
1.77	Called employer after interview to show interest in getting the job
1.69	Understood that a beginner sometimes does boring and low-level work tasks
	Schooling and Training Factors
1.42	Had training in the job skills needed for this job but no experience
1.40	Got A's and B's in all math courses
1.16	Had taken vocational ecucational curriculum in high school
	Work Experience Factors
1.68	Had a previous employer who would rehire him/her
.32	Had only done jobs like lawn mowing, baby-sitting and delivering newspapers

Schooling and training factors. All three school experience items had only a moderate influence on employers and this was surprising. Training in skills needed for the job, high achievement in math, and having taken vocational educational curriculum ranked 8th through 10th respectively in this set of 11 items. Considering the investment in time to attain these accomplishments, it is almost incredible to find that a clean and neat appearance at the interview had almost twice the influence of training and high math achievement and almost three times that of vocational education.

Work experience factors. A work experience item that was expected to have a very strong influence on employers was "had a previous employer who would rehire him or her." Whereas it was the strongest of the positive work experience items, it fell just short of the job search skills. This item was intended to show that the applicant was "tried and true." Apparently, employers are influenced by this "endorsement," but would probably find it insufficient in the absence of strong job search behavior. The other work experience item indicating that the applicant had work experience limited to baby-sitting and the like was intended to communicate that the applicant had been somewhat industrious, if not in the private sector. The majority of the employers rated it only slightly positive and a good number of them rated it slightly negative. Since these employers were hiring 19-year-olds, it is reasonable to conclude that the influence of such types of employment would diminish greatly as a youth get past age 16.

Youth's Perceptions

Job search factors. All youth (whether in a program or not) perceived the strong influence of positive job search strategies on employers' hiring decisions and this was generally consistent at the beginning and end of the program year (see table 10). Youth rated the following items, which were the highest rated by employers, the same or higher in almost every case:

- Looked clean and neat at the interview
- Filled out job applications neatly and correctly
- Attached a complete resume to job application
- Asked many questions about the company during the interview
- Called the employer after the interview to show interest

TABLE 10

YOUTH'S PERCEPTIONS OF HIRING STANDARDS (POSITIVE ITEMS)

Employer Median	Items	No Program	CETA	DE	COE	OE	Work-Study	EBCE	Career Centers
	Job Search Factors								
2.67	Looked clean and neat at the interview	*	*	*	*	*	*	*	*
		*	-.21	+.25	*	*	*	*	*
2.05	Filled out job application in a neat and correct manner	*	+.67	+.30	+.49	+.45	*	+.60	+.38
		*	-.32	*	-.45	*	*	*	*
1.91	Attached a complete job resume to application	*	+.59	+.48	+.34	+.59	-.24	-.21	+.24
		-.21	-.41	*	*	*	+.88	+.81	+.45
1.89	Asked many questions about the company during the interview	*	+.40	*	*	+.32	*	*	-.23
		*	+.21	*	*	+.26	*	*	*
1.77	Called employer after interview to show interest in getting the job	+.21	+.73	+.71	+.48	+.40	+.40	+.40	+.38
		*	-.47	*	+.63	+.36	-.50	+.45	+.71
1.69	Understood that a beginner sometimes does boring and low-level work tasks	-.96	-.92	-.57	-.66	-.86	-1.19	-.88	-.92
		*	+.20	*	*	+.54	*	+.23	*
	Schooling Factors								
1.42	Had training in the job skills needed for this job but no experience	*	-.29	+.30	*	+.45	*	*	+.46
		*	*	-.34	*	-.37	-.50	*	-.34
1.40	Got A's and B's in all math courses	+.20	+.42	*	-.68	*	-.90	+.32	*
		*	-.28	*	+.47	-.20	+.54	*	*
1.16	Had taken vocational education curriculum in high school	+.50	+.73	+.73	+.74	+.48	+.77	+.58	+1.01
		-.27	-.44	*	-.22	*	-.43	*	*
	Work Experience Factors								
1.68	Had a previous employer who would rehire him/her	*	*	-.39	-.55	-.36	-.94	-.40	-.57
		-.20	-.29	*	-.31	-.40	+.42	*	*
.32	Had only done jobs like lawn mowing, baby-sitting, delivering newspapers	-.23	-.36	-.42	-.42	-.20	-.32	*	-.43
		*	+.59	*	*	-.76	+.70	*	+.28

NOTE: Time 1 youth/employer and youth Time 1/2 differences by program[1].

[1]Differences of .20 or less are not shown in this table. For each item, the first line of data is the youth's Time 1 rating minus the employer rating. The second line is the youth's Time 2 rating minus the Time 1 rating. The difference between youth at Time 2 and employers for each program is the sum of figures in lines 1 and 2.

Schooling and training factors. There was a tendency among the youth to overestimate the positive influence of schooling and training factors. This was especially notable for the item "had taken vocational education curriculum in high school." At the beginning of the year all program and nonprogram youth thought that this item had greater influence than the employers did. These perceptions remained relatively unchanged at the end of the program year. However, CETA, COE, work-study, and nonprogram youth began to perceive it as having less influence, becoming similar to employers' rating of the same item. Youth were in general agreement on the item "had training in the skills needed for the job but no experience." Only CETA and work-study program youth thought it had less influence than employers did at the end of the year.

The item "got A's and B's in all math courses" was very similar to those of employers by the end of the year. Programs that viewed it differently from employers at the beginning of the year viewed it more like employers did by the end of the year. Only EBCE and nonprogram youth who viewed the item as having a greater influence remained unchanged.

Work experience factors. All youth except nonprogram and CETA youth thought that the item "had a previous employer who would rehire him/her" had less influence than the employers did. At the end of the year no group thought it had more influence. Only work-study youth began to think of this item as having more influence than they had previously. All other youth perceived it as having even less influence. All youth at the beginning and end of the year thought that the item "understood that a beginner sometimes does boring and low-level work tasks" had less influence than the employer did. However, CETA, OE, and EBCE began to view the item as having a stronger influence at the end of the year.

Program Differences

Program participation was generally related to aligning youth with the employers on the influence of positive information on hiring decisions. CETA changed the most in this regard, bringing 8 out of the 11 items into alignment. Work/study, which was the least aligned, changed almost as much, bringing six items into alignment. DE, OE, and EBCE changed the least, remaining aligned with or higher than employers on most items.

Hiring Standards (Negative Information)

Employers' Reports of the Standards

Highly negative information, regardless of competency area, had a very strong influence on employer hiring standards and it tended to have a stronger influence than positive information (see table 11). Employers rated nine of these items as having a moderate to very negative influence on their hiring decisions; a variety of items were "red flags" to these employers. The items that had the most negative influence on employers were falsifying the job application, not being able to read a newspaper, high work absenteeism, and low productivity resulting from low effort. Unlike positive job search items, negative job search items did not have a pervasive, dominating influence in this category.

Job search factors. Almost all of the employers indicated that they "would not hire" an applicant who "gave false information on the job application." This item was rated as having the most negative influence and no positive item had as high a rating. Employers rated the items "was convicted for possession of marijuana" and "was late for interview and appointment" as having a strong negative influence. Employers ranked these items sixth and seventh which suggests other factors could offset them. The item "got confused when asked a simple question" was rated moderately negative and was ranked ninth. Since this item came in higher than "not completing high school" and "high absenteeism in school" suggests again that singular instances of job seeking behavior have a strong influence on employers. "Asking for 25 cents more than the job normally pays" had almost "no influence" at all.

Schooling and training factors. Negative information about schooling and training consistently proved to have a stronger influence than the positive information in this category. Whereas the highly positive items on schooling may not strongly influence employers to hire youth, negative items appear to seriously jeopardize an applicant's chances of obtaining employment. Almost all of the employers "would not hire" an applicant who "couldn't read a newspaper." "Used poor grammar when speaking" was not as negative but ranked eighth out of these 15 items. Also rated higher than "somewhat negative" were "was absent 12 times in last school year" and "had not completed high school."

TABLE 11

EMPLOYERS' REPORTS OF HIRING STANDARDS (POSITIVE AND NEGATIVE ITEMS)

Employer Median	Positive Information	Employer Median	Negative Information
	Job Search Factors		**Job Search Factors**
2.67	Looked clean and neat at the interview	2.72	Gave false information on job application
2.05	Filled out job application in a neat and correct manner	1.69	Was convicted for possession of marijuana
		1.57	Was late for interview appointment
.91	Attached a complete job resume to application	1.38	Got confused when asked a simple question
1.89	Asked many questions about the job or company during the interview	.39	Asked for 25 cents more than the job normally pays
1.77	Called employer after interview to show interest in getting the job		
1.69	Understood that a beginner sometimes does boring and low-level work tasks		
	Schooling and Training Factors		**Schooling and Training Factors**
1.42	Had training in the job skills needed for this job but no experience	2.48	Couldn't read a newspaper
		1.46	Used poor grammar when speaking
1.40	Got A's and B's in all math courses	1.19	Was absent 12 times in last school year
1.16	Had taken vocational education curriculum in high school	1.16	Had not completed high school
	Work Experience Factors		**Work Experience Factors**
1.68	Had a previous employer who would rehire him/her	2.04	Was absent from work 12 times last year
		1.73	Had three jobs in last 6 months
.32	Had only done jobs like lawn mowing, baby-sitting, and delivering newspapers	.59	Was late for work three times last year
		.08	Had never worked before
			Productivity and Effort Factors
		1.93	Was 15% less productive than other workers in his/her last job even though he/she wasn't trying
		.80	Was 15% less productive than other workers in last job even though he/she was trying

Work experience. Very negative information about previous work experience had a very strong influence on employers. High work absenteeism and frequently changing jobs were ranked third and fifth, respectively, in negative influence. Employers rated the items "late for work three times last year" and "had never worked before" as having little or no influence.

Productivity. The items on low productivity are especially noteworthy. The level of low productivity was identical in both items: 15 percent less productive. In one item the "applicant had not been making an effort"; in the other the "applicant had been making an effort". The difference in the employers' ratings was considerable. Employers rated the item with "had been trying" less than "somewhat negatively." However, they rated the item with "had not been trying" more than twice as negatively, ranking it fourth. This strongly suggests that, while low productivity in past jobs can be a problem for job seekers, low productivity combined with low effort can seriously incline employers not to hire youth.

Youth's Perceptions

At the beginning of the program, youth underestimated the influence of all but one of the negative information items that employers rated as having the strongest influence on their hiring standards (see table 12).

Job search factors. Most youth at the beginning of the program were similar to the employers on the item dealing with falsifying the job application. This was the only item that youth were highly congruent with employers at the beginning and end of the program year. CETA and work-study participants thought that employers would be less tough at the beginning. At the end of the program year, only CETA continued to believe that employers would be less tough on this item.

All youth except for DE and CETA thought that employers would be tougher on "convicted for possession of marijuana" at the beginning. DE was similar to the employers; CETA thought they were less tough. Most groups became more aligned with employers on this item except for CETA which thought employers would be even less tough. Nonprogram youth, DE, and OE were the same as employers at the beginning and end of the year on the item "was late for the interview." By the end of the year all others thought they would be less tough.

TABLE 12

YOUTH'S PERCEPTIONS OF HIRING STANDARDS (NEGATIVE ITEMS)

Employer Median	Items	No Program	CETA	Dist Educ	Coop Office	Office Educ	Work Study	EBCE	Career Centers
	Job Search Factors								
2.72	Gave false information on job application	*	-.40	*	*	*	-.22	*	*
		*	*	*	*	*	+.36	*	*
1.69	Was convicted for possession of marijuana	+.24	-.47	*	+.31	+.52	+.24	+.45	+.37
		-.22	-.47	*	-.40	-.31	*	-.75	*
1.57	Was late for interview appointment	*	-.32	*	*	*	-.21	-.33	-.20
		*	*	*	-.50	*	*	*	*
1.38	Got confused when asked a simple question	*	-.30	-.37	-.42	-.28	+.37	-.24	-.20
		-.21	*	+.30	+.21	+.40	-.25	*	*
.39	Asked for $.25 more than the job normally pays	+.79	+.46	+.92	+.58	+.78	*	+.50	*
		-.38	-.35	*	-.27	-.27	+.33	*	*
	Schooling Factors								
2.48	Couldn't read a newspaper	-.37	-.34	-.57	-.55	-.48	*	-.27	-.69
		*	-.47	*	+.63	+.36	-.50	-.45	+.71
1.46	Used poor grammar when speaking	-.20	*	-.26	*	-.25	*	-.23	*
		*	-.38	*	*	*	*	*	*
1.19	Was absent 12 times in last school year	-.38	-.57	-.41	-.26	-.69	-.69	-.59	-.35
		*	-.54	*	-.24	+.33	-1.00	-.36	*
1.16	Had not completed high school	*	-.35	+.23	*	*	*	-.26	+.23
			*	*	*	+.29	*	+.24	-.33
	Work Experience Factors								
2.04	Was absent from work 12 times last year	-.46	-.77	-.54	-.54	-.54	-.40	-.95	-.50
		-.22	-.41	*	*	+.25	*	+.31	*
1.73	Had three jobs in last 6 months	-.18	-.58	-.23	-.34	*	*	-.52	-.56
		-.25	-.44	*	-.45	*	-.25	-.22	*
.59	Was late for work 3 times last year	-.22	-.42	-.22	+.20	*	-.49	-.55	-.23
		*	*	+.28	-.29	+.30	*	*	*
.08	Had never worked before	+.21	+.48	*	*	+.28	+.56	*	*
		*	*	+.27	*	*	*	*	*
	Productivity and Effort Factors								
1.93	Was 15% less productive than other workers in his/her last job because he/she wasn't trying	-.39	-.82	-.47	-.56	-.83	-.63	-.85	-.79
		-.22	-.23	*	*	+.62	*	+.24	*
.80	Was 15% less productive than other workers in last job even though he/she was trying	-.47	-1.39	-.76	-1.03	-.97	-.80	-1.12	-1.04
		*	*	+.63	*	+.94	+.30	*	+.45

NOTE: Time 1 youth/employer and youth Time 1/2 difference.[1]

[1]Differences of .20 or less are not shown in this table. For each item, the first line of data is the youth's Time 1 rating minus the employer rating. The second line is the youth's Time 2 rating minus the Time 1 rating. The difference between youth at Time 2 and employers for each program is the sum of figures in lines 1 and 2.

For COE, this represented a change from being aligned at the beginning to the year to rating it as the least tough. Youth except for work-study rated the item "got confused when asked a simple question" less tough than the employers did. By the end of the year nonprogram, CETA and EBCE and career center youth continued to rate this as less tough; the others (DE, COE, OE, work-study) became more aligned with the employers. At the beginning of the year most program youth thought that employers would be tougher on "asked for 25 cents more than the job pays." By the end of the year almost all youth were aligned with employers on this item.

Schooling factors. At the beginning of the year, youth rated the negative information associated with school experiences lower than employers did. By the end of the year, nonprogram, DE, COE, OE, and career center youth become more like employers on "couldn't read a newpaper." For the most part, youth continued to believe that employers would not be as tough on poor grammar and high absenteeism in school. Youth, by and large, were in agreement with employers on "had not completed high school." At the beginning of the year, CETA youth consistently rated most schooling items as lower than employers did and even lower at the end. While not as salient, this trend was also evident among EBCE and nonprogram youth.

Work experience factors. Youth underestimated the negative influence of all the work experience items (except for "had never worked before") at the beginning of the year. Nonprogram and CETA youth underestimated these items even more so by the end of the year. At the beginning of the program year, most youth consistently underestimated the negative influence of "had 3 jobs in the last 6 months." Most youth underestimated this item even more so at the end of the year. Only OE students were in line with employers on this item and stayed that way.

Employers were tough on having been absent often from school and work but they were almost twice as tough if the absences were associated with work. At the beginning of the program year, youth consistently underestimated the influence of these items. Youth in most progams perceived the negative influence of work absences more like the employers at the end of the program year; CETA and nonprogram youth, however, underestimated the negative influence even more so.

Youth consistently thought that employers would be tougher on "had never worked before." No changes toward the employers were noted over the year.

Productivity and effort factors. Employers were more than twice as tough on "15 percent less productive and not trying" than "15 percent less productive and trying." Youth, regardless of program, recognized this distinction but consistently underestimated the influence of low productivity (with or without effort) at the beginning and end of the program year. However, CETA and nonprogram youth thought that employers would be even less tough on "low productivity and not trying." Although not pervasive, changes on the item "low productivity and trying" were in the direction of the employers' rating of the item.

Program Differences

OE, DE, EBCE, COE, and career center participants' perceptions of negative information came more into line with employers. CETA, work-study, and nonprogram youth believed that negative information had even less influence on hiring decisions at the end of the program year. CETA youth, who perceived negative information as having the least influence of all program participants at the beginning of the program, thought it had even less influence at the end of the program. This program had an explicit goal to emphasize what a person can become and de-emphasize past experiences. This goal seems to have been accomplished.

Job Performance Standards

The employers of the youth at the time of the follow-up survey also rated the seriousness of 25 job performance problems. They rated the items in terms of how they would discipline an employee "the first time" the problem surfaced on a job similar to the one held by the youth in this study. The employers rated their disciplinary action for each item on a six-point scale. The rating scale is shown in exhibit 8.

EXHIBIT 8

RATING SCALE FOR JOB PERFORMANCE STANDARDS

As supervisor, what will you do the first time the employee. . . . had these ratings?

1	2	3	4	5	6
Ignore the problem even if it persists	discuss the problem only if it persists	discuss the problem immediately	give a verbal or written warning of disciplinary action	suspend employee	fire immediately

Employer's Reports of the Standards

Employers were toughest on job performance items associated with work ethics (i.e., not following rules and policies). The only other item rated as tough was "15 percent less productive and not trying." Employers rated the items associated with attitudes (e.g., sulking when criticized), basic skills (e.g., making many math mistakes), and productivity lower than work ethics and regarded them as requiring comparably equal disciplinary action. No item was rated, on average, as a problem employers would ignore.

Work ethic factors. Employers indicated that violations of work ethics--more particularly not following rules--were most likely to get a new employee "fired immediately" during the initial period of employment. Each item represented a definitive, overt misbehavior on the part of the employee, requiring immediate and decisive actions on the part of the employer. Table 13 shows the employers' ratings of work ethic items in relationship to the disciplinary scale.

TABLE 13

EMPLOYERS' REPORTS OF JOB PERFORMANCE STANDARDS (WORK ETHIC FACTORS)

Employer Median	Work Ethic Items	Rating Scale	
5.51	Shows up for work drunk or stoned	6.0	fire immediately
4.97	Puts more hours on time sheet than actually worked	5.0	suspend
4.33	Refuses to do a job because it is undesirable or "beneath his/her dignity"	4.0	warning
		3.0	discuss immediately
4.32	Doesn't call in when sick	2.0	discuss if persists
3.79	Is 20 minutes late to work and has no good excuse	1.0	ignore
3.66	Causes $100 of damage to a piece of equipment		
3.53	Spends 15 minutes making personal telephone calls during on work day		
3.43	Misses 2 different days of work in first month		

Attitudinal factors. Employers rated each of the items concerning poor attitudes approximately the same way, requiring them to "discuss the problem immediately." Apparently employers have some tolerance for these job-related problems at least in the early stages of employment. Doubtless these problems could be treated more severely if they persisted. Table 14 shows the employers' ratings of attitudinal items in relationship to the disciplinary scale.

TABLE 14

EMPLOYERS' REPORTS OF JOB PERFORMANCE STANDARDS (ATTIDUDINAL FACTORS)

Employer Median	Attitude Items	Rating Scale	
3.18	Acts angry or sulks when criticized	6.0	fire immediately
3.15	Comes to work dirty or sloppy	5.0	suspend
3.07	Gets into an argument with co-workers	4.0	warning
2.86	Gripes about working conditions like short coffee breaks or unpopular shifts	3.0	discuss immediately
		2.0	discuss if persists
2.81	Wears flashy or sexy clothes to work	1.0	ignore

Basic skills factors. Employers rated the poor basic skills items in a manner similar to the way they rated poor attitudes. Again, the primary way they would deal with these problems is to discuss them with the new employees. Employers seemed to be somewhat tolerant of these problems in the early work period, also. Data from other parts of the survey revealed that employers felt that with time employees can improve in this area. Consequently, youth are not likely to lose their jobs over these items in the beginning. Of course, employers had already indicated on the hiring standards scale that they would not hire youth who were woefully inadequate in a basic skills area. Table 15 shows the employers' ratings of basic skill items in relationship to the disciplinary scale.

TABLE 15

EMPLOYERS' REPORTS OF JOB PERFORMANCE STANDARDS (BASIC SKILL FACTORS)

Employer Median	Basic Skills Items	Rating Scale	
3.25	Needs twice as much supervision as others	6.0	fire immediately
3.20	Makes many mistakes adding, subtracting, multiplying, dividing numbers	5.0	suspend
		4.0	warning
3.12	Can't read written directions to complete a job	3.0	discuss immediately
3.03	Speaks so poorly that co-workers can't understand what is being said	2.0	discuss if persists
		1.0	ignore
2.92	Doesn't write telephone messages or memos that are easy to understand		
2.70	Makes many mistakes in spelling, grammar, and punctuation		
2.56	Tries but takes twice as long as other workers to learn a new job		

Productivity factors. The item "doesn't try and is 15 percent less productive than other workers with the same training" evoked strong disciplinary action on the part of these employers. The majority of the employers indicated they would "give a warning (4.0)" or a more serious disciplinary action. As noted under hiring standards, low productivity caused by low effort is a very serious matter among employers (see figure 6).

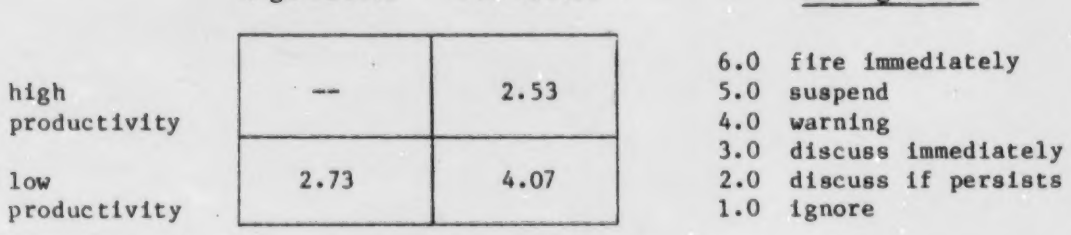

Figure 6. Productivity and effort rating differences in job performance standards.

Employers rate "productivity without effort" and "15% less productive with effort" approximately the same way, requiring them to discuss the problem if it persists. However, "15 percent less productive" combined with low effort escalated the disciplinary action beyond the "discuss immediately" level. Table 16 shows the employers' productivity items in relationship to the employer's job performance standards.

TABLE 16

EMPLOYERS' REPORTS OF JOB PERFORMANCE STANDARDS (PRODUCTIVITY AND EFFORT FACTORS)

Employer Median	Productivity Items	Rating Scale
4.07	Doesn't try and is 15% less productive than other workers with same training	6.0 fire immediately
3.14	Takes an extra hour of break time but finishes assigned work	5.0 suspend
2.99	Finishes work assigned but does not report back to supervisor for more work	4.0 warning
2.73	Tries but is 15% less productive than other workers with same training	3.0 discuss immediately
2.53	Seems not to be trying but is no less productive than other workers	2.0 discuss if persists
		1.0 ignore

Work ethic factors. At the beginning most youth underestimated the seriousness of five of the work ethic items--four of these were considered the most serious of all items by employers. Most youth overestimated or were similar to employers on tardiness without a good excuse, causing damage, and making personal telephone calls. By the end of the program year, youth continued to underestimate work ethic items. Most changes in perceptions were toward viewing these standards as less tough (see table 17). The work ethic items that were generally perceived as less tough at the end of the year were "showing up for work drunk or stoned," "refused to do a job,. . . ." "doesn't call in when sick," and "misses 2 days of work first month.

CETA, EBCE, and nonprogram youth, who were the most similar to employers at the beginning of the year, remained relatively unchanged in their perceptions. Vocational education program youth thought that work ethic standards were less tough at the beginning of the year. COE and OE participants viewed them as even less tough at the end of the year. However, most youth in most programs changed their perceptions of these items only slightly.

TABLE 17

YOUTH'S PERCEPTIONS OF JOB PERFORMANCE STANDARDS (WORK ETHICS)

Employer Median	Item Description	No Program	CETA	DIST Educ	COOP Office	Office Educ	Work Study	EBCE	Career Center
	Work Ethic Factors								
5.51	Shows up for work drunk or stoned	-.49 *	+.44 -1.01	-.50 *	* -.48	-.23 *	-.51 *	+.44 -.95	-.53 +.28
4.97	Puts more hours on time sheet than actually worked	* *	* *	-.21 +.24	-.36 -.80	-.55 -.26	-.47 *	* +.31	-.52 *
4.33	Refuses to do a job because it is undesirable or "beneath his/her dignity"	-.24 *	* *	-.35 *	* -.61	-.83 +.83	-.96 -.27	* -.20	-.33 -.36
4.32	Doesn't call in when sick	-.34 *	-.34 *	-.32 *	-.35 -.52	* -.44	-.40 *	-.37 *	-.40 *
3.79	Is 20 minutes late to work and has no good excuse	* *	* *	* *	* -.26	* *	-.49 +.20	* *	* *
3.66	Causes $100 of damage to a piece of equipment	+.38 *	+.55 *	* *	+.36 -.97	+1.20 -.55	-.59 *	+1.30 -.95	+.40 *
3.53	Spends 15 minutes making personal telephone calls during on work day	+.34 *	+.28 *	* *	-.43 -.22	+.29 -.37	* *	+.42 *	* *
3.43	Misses 2 different days of work in first month	-.43 *	-.38 *	-.58 *	-1.39 *	-.56 *	-.93 +.44	-.42 *	-1.40 *

NOTE: Youth Time 1/employer and youth Time 1/2 differences by program.[1]

[1]Differences of .20 or less are not included in this table. For each item, the first line of data is the youth's Time 1 median score minus the employers'. The second line of data is the youth's Time 2 median score minue Time 1. The difference between youth at Time 2 and employers for each program is the sum of figures in lines 1 and 2.

Attitudinal factors. Youth were most similar to employers on the attitudinal items at the beginning of the year. Most of the changes in perceptions that occurred over the program year brought them even closer into alignment with the employers. Nonprogram youth were the most similar to employers at both time periods (see table 18). The attitudinal items viewed as less tough at the end were "gripes about working conditions" and "wears flashy or sexy clothes."

TABLE 18

YOUTH'S PERCEPTIONS OF JOB PERFORMANCE STANDARDS (ATTITUDES)

Employer Median	Item Description	No Program	CETA	DE	COE	OE	Work-Study	EBCE	Career Center
	Attitudinal Factors								
3.18	Acts angry or sulks when criticized	*	+.77	*	-.57	-.25	*	*	*
		*	-.94	*	+.39	*	+.30	*	*
3.15	Comes to work dirty or sloppy	*	*	*	*	*	*	*	*
		*	*	*	-.21	*	*	*	*
3.07	Gets into an argument with co-workers	*	+.75	*	*	*	+.28	+.74	+.21
		*	-.70	*	*		-.25	-.70	-.23
2.86	Gripes about working conditions like short coffee breaks or unpopular shifts	*	*	-.31	-.41	-.22	*	*	-.41
		*	*	-.44	*	*	+.20	*	+.40
2.81	Wears flashy or sexy clothes to work	-.64	*	-.27	*	*	*	*	-.66
		+.56	*	+.34	-.29	*	-.40	-.29	*

NOTE: Youth Time 1/employer and youth Time 1/2 differences by program.[1]

[1]Differences of .20 or less are not included in this table. For each item, the first line of data is the youth's Time 1 median score with the employers'. The second line of data is the youth's Time 2 median score minus Time 1.

Basic skill factors. Youth were almost as consistently similar to employers on basic skills items as they were on attitudinal items at the beginning of the year. Also, most of the changes on perceptions that occurred over the year brought them into even closer alignment with employers. Vocational education students, however, thought that employers were less tough on making math mistakes and taking twice as long to learn a job. They tended to remain unchanged in their perceptions on those items. See table 19.

TABLE 19

YOUTH'S PERCEPTIONS OF JOB PERFORMANCE STANDARDS (BASIC SKILLS)

Employer Median	Item Description	No Program	CETA	DE	COE	OE	Work-Study	EBCE	Career Center
	Basic Skills Factors								
3.25	Needs twice as much supervision as others	*	*	*	*	-.25	*	*	-.20
		*	+.38	*	*	*	*	*	*
3.20	Makes many mistakes adding, subtracting, multiplying, or dividing numbers	*	*	-.22	*	-.30	-.30	*	*
		*	*	*	-.23	*	*	*	
3.12	Can't read written directions to complete a job	*	*	-.20	*	*	*	+.88	*
		*	*	*	*	*	*	-.85	*
3.03	Speaks so poorly that co-workers can't understand what is being said	*	*	*	*	-.42	-.39	*	*
		*	*	*	*	+.38	+.35	*	*
2.92	Doesn't write telephone messages or memos that are easy to understand	-.93	*	*	*	*	*	*	-.91
		*	*	*	*	*	*	*	+.88
2.70	Makes many mistakes in spelling, grammar, and punctuation	+.26	+.29	-.38	*	+.24	+.30	-.28	+.25
		*	*	+.45	*	*	*	*	-.81
2.56	Tries but takes twice as long as other workers to learn a new job	+.36	+.43	*	-.38	-.50	+.37	+.39	+.31
		-.49	-.20	-.38	*	*	-.75	-.55	-.72

NOTE: Youth Time 1/employer and youth Time 1/2 differences by program.[1]

[1]Differences of .20 or less are not included in this table. For each item, the first line of data is the youth's Time 1 median score with the employers'. The second line of data is the youth's Time 2 median score minus Time 1.

Productivity and effort factors. EBCE, CETA, and nonprogram students were similar to employer standards of productivity at the beginning and remained so at the end of the program year. CETA students viewed the standards as the toughest at the end of the year. At the beginning and end of the program year, all the vocational program participants believed that employers were less tough on productivity standards. OE, DE, and career center students changed the least, continuing to view these items as less tough. COE and work-study students changed the most, viewing the productivity standards as even less tough. See table 20.

TABLE 20

YOUTH'S PERCEPTIONS OF JOB PERFORMANCE STANDARDS (PRODUCTIVITY AND EFFORT)

Employer Median	Item Description	No Program	CETA	DE	COE	OE	Work-Study	EBCE	Career Center
	Productivity Factors								
4.87	Doesn't try and is 15% less productive than other workers with same training	*	*	-.34	*	-1.07	*	*	-.41
		*	*	+.21	-.95	+.50	-.63	*	+.25
3.14	Takes an extra hour of break time but finishes assigned work	*	*	-.21	*	*	-.44	*	-.37
		*	+.95	*	*	+.21	*	*	-.73
2.99	Finishes work assigned but does not report back to superior for more work	*	*	*	*	*	+.26	*	-.26
		*	*	*	-.30	*	-.50	*	*
2.73	Tries but is 15% less productive than workers with same training	*	*	-.35	-.61	-.75	*	*	-.45
		*	+.29	-.24	*	+.27	-.65	*	+.27
2.53	Seems not to be trying but is no less productive than other workers	-.47	+.58	-.54	-.29	-.50	-.83	+.32	*
		*	*	*	*	*	*	-.70	-.41

NOTE: Youth Time 1/employer and Time 1/2 difference by program.[1]

[1]Differences of .20 or less are not included in this table. For each item, the first line of data is the youth's Time 1 median score with the employers'. The second line of data is the youth's Time 2 median score minus Time 1.

Program Differences

At the beginning of the program year, youth in the majority of programs rated the job performance standards lower than employers did. In particular, participants of vocational programs with a work experience component (DE, COE, OE, work-study) believed that job performance standards were less tough. The DE and COE participants viewed the standards as least tough. At the end of the year, DE participants became slightly more in line with employers, but COE participants perceived the standards as even less tough.

At the beginning of the program year, EBCE and CETA participants believed that job performance standards were tougher than employers rated them. At the end of the program year, EBCE participants' perceptions became more like the employers' ratings. CETA remained essentially the same; however, their priorities on toughness shifted some from work attitudes to productivity.

Summary

Job Search Factors

When considering positive information about job applicants, employers reported that job search factors had a higher influence on their hiring standards decisions than schooling and work experience factors. All youth, whether in employability development programs or not, perceived the strong influence of positive job search behaviors at the beginning and end of the program year.

When considering negative information about job applicants, employers reported that poor job search strategies had a strong influence on their hiring decisions. Unlike positive information, negative job search behavior information did not have a predominant influence. At the beginning of the program year, youth generally perceived the influence of all the negative job search behaviors but slightly underestimated the influence of two of the items. By the end of the year, most youth perceived the influence of all these items more like employers did. At the end of the year, youth had underestimated the influence of only 3 out of the 11 positive and negative job search items. These were--

- understood that a beginner does boring and low-level work tasks
- was late for interview, and
- got confused when asked a simple question.

Schooling and Training Factors

Employers were considerably more influenced by negative information on basic skills than positive information in their hiring decisions. They reported that "could not read a newspaper" had a highly negative influence; whereas "got A's and B's in all math courses" had only a "somewhat positive" influence. Youth overestimated the positive influence and underestimated the negative influence of information on basic skills at the beginning of the year. At the end of the year, they rated the positive information more like employers. Only youth in vocational education programs began to view negative information more as employers did.

Employers reported that training for the job and vocational education in high school had only a "somewhat positive influence" on their hiring decisions. Youth, especially vocational education students, overestimated the influence of both items at the beginning of the program year. At the end of the year they began to think these items had less influence, becoming more in line with employers.

Employers considered job performance problems related to basic academic skills serious enough to merit discussing them immediately. Math errors and reading problems were slightly more serious than speaking and writing problems.

Youth were generally in line with employer on the job performance standards related to basic skills at the beginning and the end of the year. Vocational education students, however, had a slight tendency toward underestimating the seriousness of these items at the end of the year.

Work Experience Factors

Employers reported that the item "had a previous employer who would rehire him or her" had a moderately positive influence on their hiring decision. Youth underestimated the influence of this item at the beginning of the year and even more so at the end of the year. Employers reported that work experience limited to baby-sitting and the like would have only a slightly positive influence on their hiring decisions. Most youth at the end of the program year perceived this item about the same way.

Very negative information about previous work experience had a very strong influence on employers. High work absenteeism and frequently changing jobs ranked in the top five negative information items. Youth underestimated the influence of all the negative work experience items (except for "had never worked before") at the beginning of the year. Nonprogram and CETA youth underestimated these items even more so by the end of the year. Youth consistently thought that employers would be tougher on "had never worked before." No changes toward the employers were noted over the year.

Work Ethic Factors

Employers reported that violations of work ethics (i.e., not following rules) were more likely than other factors to get a new employee "fired immediately." At the beginning of the program year, youth varied in their perceptions of these items depending on their program affiliation. Vocational education program youth thought employers were tougher on more of these items. Nonprogram youth were generally in agreement with employers.

At the end of the program year the trend was toward agreement in all programs. However, youth were still slightly underestimating the seriousness of "showing up for work drunk or stoned", "refusing to do a job because it is undesirable", "not calling in when sick", and "missing 2 days of work in first month."

Attitudinal Factors

Employers reported that poor attitudes on the job were serious enough to "discuss the problem immediately." However, employers seemed to be more tolerant of attitude problems than work ethic problems, at least in the early stages of employment. Youth's perceptions, in general, were in line with employers' reports of job performance standards related to attitudes at the beginning and end of the year. CETA and nonprogram youth were the only groups to be consistently aligned on all attitude items at the end of the year. Other programs had a slight tendency to view these standards as less tough.

Productivity and Effort Factors

Employers reported that "being 15 percent less productive than other workers" had a negative influence on hiring decisions and that it was a moderately serious problem in job performance. However, employers reported that "low productivity in conjunction with low effort" was a much more serious matter that would result in a nonhire or strong disciplinary action on the job. Youth, regardless of program, underestimated the negative influence of "low productivity without effort" in hiring decisions at the beginning of the year. At the end of the year all youth continued underestimating it.

At the beginning of the year, vocational education youth viewed "low productivity without effort" in job performance standards, as a less serious problem than employers did. CETA, EBCE, and nonprogram youth viewed it more as employers did. At the end of the year most youth viewed this item more as employers did. However, COE, OE, and work-study youth continued to view it as a less serious problem.

Program Differences in Perceptions

Averaging the item ratings for the standards in each category provided a means for comparing youth to the employers. Table 21 illustrates the differences between the program youth and employers at the end of the program year.

TABLE 21

YOUTH'S PERCEPTIONS OF HIRING AND JOB PERFORMANCE STANDARDS
AT THE END OF THE PROGRAM YEAR (JUNE 1982)

	DE	COE	OE	Work-Study	Career Center	EBCE	CETA	No Programs	Employer Median
Hiring Standards (positive information)									
Total average difference	+1.05	- .04	+ .70	-1.36	+1.42	+1.95	+ .55	- .54	17.96
Item average difference	(+ .10)	(-.004)	(+ .06)	(- .12)	(+ .13)	(.18)	(.05)	(- .05)	
Hiring Standards (negative information)									
Total average difference	- .92	-3.92	+ .45	-3.03	-3.13	-5.95	-9.00	-2.75	21.21
Item average difference	(- .06)	(- .26)	(+ .03)	(- .20)	(- .21)	(- .40)	(- .61)	(- .18)	
Job Performance Standards									
Total average difference	-4.60	-10.31	-4.42	-7.27	-4.96	- .90	+1.85	2.13	84.85
Item average difference	(- .18)	(- .41)	(- .18)	(- .29)	(- .20)	(- .04)	(+ .07)	(- .09)	

*Total average difference is the relationship of the employers' median rating to the youth's median rating for all items in a scale at the end of the program year.

**Item average difference is the total average difference divided by the number of items in the scale.

Hiring standards (positive information). Youth's perceptions of positive information in hiring decisions, in general, were in line with employers' standards by the end of the program year. In almost all programs youth thought that positive information had slightly more influence than the employers reported it would have. Work-study youth thought it had the least influence, but even they were not very far off from employers in their perceptions.

Hiring standards (negative information). Youth in almost all programs at the end of the year thought that negative information had less of an influence than employers reported. Only OE youth thought it had slightly more influence. EBCE and CETA youth who thought it had the least were significantly lower than the other program and nonprogram youth.

Job performance standards. Youth in all programs at the end of the year thought that employers were less tough on job performance standards than the employers reported they were. Only CETA youth thought they had tougher standards. EBCE and nonprogram youth were similar to the employers. However, youth in all vocational educational programs rated these items lower than the employers did. COE and work-study youth rated them significantly lower.

CHAPTER IV

DETERMINANTS OF YOUTH'S PERCEPTIONS OF THE STANDARDS, EMPLOYMENT OUTCOMES, AND EMPLOYER EVALUATIONS

Introduction

The major purpose of this study is to gain a better understanding of youth's perceptions of employer hiring and job performance standards and the role they play in youth employment. Data on youth's perceptions of the standards and the role they play in youth employment were collected at the beginning and end of the senior year of high school and one year after graduation. These data provided a longitudinal perspective on an important time in youth's socialization to work, a time when they were making a major transition to early work experiences.

Anticipatory socialization refers to the learning that takes place prior to entering work organizations and that predisposes individuals to respond to employer standards. Three aspects of anticipatory socialization were examined: participation in secondary school vocational education and college preparatory programs, work experience, and self-concepts. These factors were chosen because of their potential for positively influencing youth's perceptions of the employer standards.

The school program variables were limited to three categories: cooperative vocational education, in-school vocational education, and college preparatory. For these variables each of the categories was compared to general studies students. Cooperative vocational education included all the youth who were enrolled in distributive education (DE) and the cooperative office education (COE) programs. These students were involved in paid work experience throughout the senior year. The significance of this category is that the students received guided (i.e., supervised by the school) work experiences and related in-school instruction. These learning experiences provided substantial reflection and interpretation as youth were undergoing the work transition. These unique experiences were intended to help youth be aware of employer standards and cope with them successfully.

The other category of vocational education provided vocational instruction almost exclusively in school. Among the programs included in the in-school category are career centers, office education, EBCE, and work/study. The latter program included work experiences but unlike cooperative programs, the experiences were not supervised by the school. The significance of this category is that youth were socialized to the standards in the classroom but were more or less on their own to apply what they had learned about employer standards to the workplace. Therefore, these students were expected to be similar to the cooperative students in that they were aware of employer standards. However, they would not have had the advantage of integrating workplace and classroom experiences so far as the standards were concerned.

The college preparatory category included students who had enrolled in a progressive series of demanding academic courses leading to college preparation. Excluded from this group were college prep students enrolled in vocational courses during the senior year. The significance of this category is that a rigorous academic high school program can provide students with the insights needed to anticipate employer standards and perform accordingly.

Another major influence on perceptions of standards is work experience, itself. The more youth worked, the more likely they were expected to have firsthand knowledge of employer standards. Since a large majority of today's youth do work while in high school, they have already had some experience with job seeking and job performance standards. Youth can draw upon these experiences to guide their behavior in future jobs. This form of experiential learning was expected to have a positive effect on perception, depending upon the nature and extent of the experiences.

Self-concepts can have a strong influence on the way youth perceive the world. The three aspects of self-concept used in this analyses were self-esteem, locus of control, and work ethic. Viewing oneself positively, as being in control of situations, and as wanting to work has been variously related to operating effectively in one's environment. Youth who perceived themselves in these ways were therefore expected to be aware of employer standards and meet them successfully.

Research Questions

A series of regression models was used to estimate the net effects of the school program, work experience, and self-concept variables on youth's perceptions of employer hiring and job performance standards at the beginning and end of the senior year and the year following high school graduation. Also examined were the effects of these variables on employment outcomes (i.e., weeks worked, months of unemployment, turnover of jobs, training received, and hourly wage) and employer evaluations (i.e., ratings of the youth's workmanship and job skills, work habits and attitudes, basic academic skills, and productivity) for the year following graduation.

Regression analysis was also used to estimate the net effects of youth's perceptions of the standards on employment outcomes and employer evaluations for the year following high school graduation. The design and procedures for the analysis are described in detail in part 2, chapter 8 of this document. The findings that follow were derived from the following research questions.

- What are the effects of high school vocational education and college preparatory program participation on--
  - --youth's perceptions of employer hiring and job performance standards, and
  - --employment outcomes and employer evaluations in the year following high school graduation?
- What are the effects of previous work experience on--
  - --youth's perceptions of youth's perceptions of employer hiring and job performance standards, and
  - --employer evaluations in the 1 year following high school graduation?
- What are the effects of self-concepts on--
  - --youth's perceptions of employer hiring and job performance standards, and
  - --employment outcomes and employer evaluations in the year following high school graduation?
- What are the effects of youth's perceptions of employer hiring and job performance standards on employment outcomes and employer evaluations in the year following high school graduation?

Effects of School Program

1. Youth who had participated in vocational education programs for 20 class hours or less thoug[illegible] that employers had tough standards. However, youth who continued to participate in vocational education programs thought that job performance standards were less tough.

Initial participation in vocational education programs was associated with perceiving that employers had tough standards. As the number of hours of vocational-education class hours increased, youth perceived that employer standards were tougher. After approximately 20 class hours, youth perceived the standards to be less tough (see Part II, page 154).

At the time of the first survey, most of the vocational students were well past 20 class hours of vocational education. The vocational students completed the first survey 8 to 10 weeks after school began. Cooperative vocational students had received intensive experiences orienting them to their jobs and employer expectations. Most had been on the job for up to 12 weeks. The other vocational students had received similar orientation experiences and many had in-school work experience. As a result, cooperative students reported that their employers were the least tough on job performance standards. In-school vocational students also perceived the job performance standards as less tough, but not as much so as the cooperative students (see table 22).

At the end of the senior year and at follow-up, vocational students did not perceive their employers' job performance standards as tougher or weaker than other students did. This suggests that the intensive orientation and guidance received during the program entry had prepared them to meet the standards, producing a "they are not as tough as I thought" reaction and perhaps an air of confidence in having made the transition. Since these youth were well into their transitions to the workplace, perceiving the standards as less tough doubtlessly indicated a successful transition. Unfortunately, data were not collected at the exact point of program entry to substantiate this point.

TABLE 22

REGRESSION RESULTS: NET RELATIONSHIPS OF SCHOOL PROGRAM TO PERCEPTIONS, EMPLOYMENT OUTCOMES, AND EMPLOYER EVALUATIONS

Dependent Variables	School Program (dummy)					
	Cooperative Vocational Education (mean = .26)		In-school Vocational Education (mean = .27)		College Preparatory Program (mean = .38)	
Hiring Standards (positive information)						
(T1) Beginning of the senior year	.200	(1.4)	.155	(1.1)	.151	(1.2)
Change score (T 2/1)	.159	(1.1)	.284	(1.5)	-.031	(-.03)
(T2) End of the senior year	.148	(1.0)	.223	(0.1)	.005	(0.0)
Change score (T 3/2)	.075	(0.6)	.027	(0.2)	.019	(0.3)
(T3) End of the follow-up year	.106	(0.7)	.115	(0.8)	.104	(0.7)
Hiring Standards (negative information)						
(T1) Beginning of the senior year	-.174	(-0.2)	-.104	(-0.8)	.125	(1.0)
Change score (T 2/1)	.019	(0.1)	.019	(0.1)	.348***	(3.1)
(T2) End of the senior year	.004	(0.0)	.027	(0.2)	.389****	(3.4)
Change score (T 3/2)	.009	(0.1)	.038	(0.3)	.084	(0.7)
(T3) End of the follow-up year	.001	(0.0)	.035	(0.3)	.164	(1.3)
Job Performance Standards						
(T1) Beginning of the senior year	-.376****	(-2.7)	-.249*	(-1.8)	.009	(-0.1)
Change score (T 2/1)	-.035	(-0.2)	-.062	(-0.4)	-.035	(-0.2)
(T2) End of the senior year	-.144	(-0.9)	-.131	(-0.9)	-.117	(-0.9)
Change score (T 3/2)	.027	(0.2)	.075	(0.6)	.027	(0.2)
(T3) End of the followup year	-.005	(-0.0)	.017	(0.1)	-.005	(-0.0)
Employment Outcome During Year after Graduation						
Weeks worked (mean = 30.6)	.740	(0.3)	.231	(0.1)	-.654	(-0.3)
Months unemployed (mean = .96)	.386	(1.1)	-.535	(-0.2)	-.127	(-0.4)
Turnover--no. of jobs (mean = .7)	-.078	(-0.6)	-.005	(-0.0)	-.031	(-0.3)
Training received (log)	-.238	(-0.7)	.197	(0.5)	-.482	(-1.3)
Hourly wage (mean = $4.08)	.268*	(1.7)	.395***	(2.6)	-.090	(-0.6)
Employer Evaluations at Followup						
Workmanship and job skills (mean = 76.9)	4.800	(1.2)	2.707	(0.7)	-.245	(-0.1)
Work habits and attitudes (mean = 72.4)	2.909	(0.0)	2.080	(0.6)	3.209	(1.0)
Basic academic skills (mean = 80)	2.261	(0.6)	-.905	(-0.2)	3.785	(1.0)
Productivity last week worked (mean = 89)	-3.132	(0.6)	4.774	(1.0)	-5.060	(-1.1)

Note: The above models are identical to those presented in Part II except that the only school variables included were school program dummies.

* $p <= .10$
** $p <= .05$
*** $p <= .01$
**** $p <= .001$

2. At the end of the senior year college preparatory students perceived that negative information about job applicants had a greater influence on employer hiring standards than other students did.

College preparatory students were not different from other students in the way they perceived employer hiring standards. However, at the end of the senior year, without explicit orientation to employer standards they perceived that employers were tough on negative information in their hiring standards. At the end of the follow-up year, college preparatory students were not significantly different on any of the standards. Unlike vocational students' perceptions of job performance standards, college preparatory students did not view negative information as significantly less influential on hiring standards at follow-up.

This phenomenon may have occurred between surveys after they obtained employment. On the other hand, college preparatory youth may not be experiencing any noticeable concern about the labor market except perhaps to obtain occasional part-time employment. The influence on perception here is not in regard to how much, how hard, or how well they work. Instead, this type of employment seems to be having little impact on their perceptions of standards.

3. During the year after high school, vocational education students earned the highest hourly wage.

Average hourly wage during the follow-up year was the only employment outcome variable that was significantly related to the youth's high school program. Youth who were enrolled in in-school vocational programs earned 40 cents more per hour than nonprogram youth. This was the strongest effect on wages. Youth who had been in cooperative programs earned 27 cents more per hour. Although not significantly different, youth who had been in college preparatory programs earned the least, or 9 cents an hour less than nonprogram youth.

4. Differences in job performance evaluations during the follow-up year were not significantly different for youth who had participated in vocational education or college preparatory programs during high school.

Although no evaluations were statistically significant, it is interesting to note that both vocational and college preparatory majors were evaluated more highly than nonprogram youth in "work habits and attitudes" by their employers. Vocational majors were rated higher than nonprogram and college preparatory youth in "workmanship and job skills" with cooperative students receiving the highest scores. College prep students had the highest ratings in "basic adademic skills" and in-school vocational education students were rated the highest in "productivity."

Effects of Previous Work Experience

1. Youth perceived job performance standards as increasingly tougher during initial work experiences. However, youth who had worked the most during the year after high school thought that employers would be the least tough on these standards.

2. Youth who had worked the most during the year after high school thought that employers would be tough on hiring standards.

During the senior year, work experience began to have little or no effect on the perceptions (see table 23). This suggests that youth's perceptions have leveled off, the effects of early work experience having diminished. This conclusion is supported by the analysis of the relationship of hours of work experience to perceptions. Early high school work experience, like vocational class and worksite hours, had a curvilinear effect on perception of standards (see pages 151 - 157). That is, as the number of hours of work experience increased, youth perceived standards as tougher until a certain point at which time youth began to perceive the standards as being more relaxed. Something different happened in the follow-up year. The more weeks youth worked, the more they viewed job performance standards as relaxed. This suggests that they again had successfully adjusted to job performance standards in the year after graduation. However, they perceived employers as being tough on negative information in hiring standards. Therefore, the increased concern abut hiring standards may be signaling the entry into still another transition for those who work regularly during the year after graduation.

TABLE 23

REGRESSION RESULTS: NET RELATIONSHIPS OF PREVIOUS WORK EXPERIENCE TO PERCEPTIONS, EMPLOYMENT OUTCOMES, AND EMPLOYER EVALUATIONS

	Previous Work Experience					
Dependent Variables	High School Work Hours/100 (mean = 2.98 s.d. = 2.35)		High School Work Hours (Sq) (mean = 14.38 s.d. = 20.12)		Weeks Worked at Follow-up (mean = 30.60 s.d. = 19.62)	
Hiring Standards (Positive Information)						
(T2) End of the senior year	.080	(1.1)	-.006	(-0.7)	.002	(0.3)
Change score (T 3/2)	-.000	(-0.0)	.013*	(1.8)	.009	(1.3)
(T3) End of the follow-up year	-.098	(-1.3)	.010	(1.2)	-.000	(-0.0)
Hiring Standards (Negative Information)						
(T2) End of the senior year	.047	(0.7)	-.007	(-1.0)	.006	(0.2)
Change score (T 3/2)	-.052	(-0.8)	-.137**	(-2.0)	-.043	(-0.7)
(T3) End of the follow-up year	-.046	(-0.7)	-.002	(-0.3)	.006*	(1.9)
Job Performance Standards						
(T2) End of the senior year	-.105	(-1.5)	.005	(0.6)	-.002	(-0.7)
Change score (T 3/2)	.007**	(2.2)	.002	(0.7)	-.006**	(-2.1)
(T3) End of the follow-up year	-.061	(-0.8)	.009	(1.1)	-.010****	(-3.3)
Employment Outcome During Year after Graduation						
Weeks worked (mean = 30.6)	6.717****	(5.3)	-.560****	(-3.9)	NA	NA
Months unemployed (mean = .96)	-.480***	(-2.7)	.036*	(1.8)	NA	NA
Turnover--no. of jobs (mean = .7)	-.093	(-1.6)	.010	(1.5)	NA	NA
Training received (log)	.530***	(2.7)	-.054**	(-2.4)	NA	NA
Hourly wage (mean = $4.08)	.046*	(0.6)	-.001	(-0.1)	.020**	(2.3)
Employer evaluations at Followup						
Workmanship and job skills (mean = 76.9)	.328	(0.2)	-.004	(-0.0)	.132	(0.4)
Work habits and attitudes (mean = 72.4)	2.156	(1.2)	-.224	(-1.0)	.031	(0.1)
Basic academic skills (mean = 80)	2.934	(1.4)	-.360	(-1.5)	.128	(0.4)
Productivity last week worked (mean = 89)	-4.173	(-1.6)	.414	(1.3)	.410	(1.0)

Note: The above models are identical to those presented in Part II except that the only school variables included were school program dummies.

* $p < = .10$
** $p < = .05$
*** $p < = .01$
**** $p < = .001$

3. Youth who worked the most during the senior year worked more weeks, were unemployed less, and received more training at the workplace during the year after high school.

Not surprisingly, youth who worked more in high school also worked more during the year after high school. This was the strongest effect on weeks worked during the follow-up year. Similarly, working more in high school was most strongly related to being unemployed less and to receiving more training at the workplace. Although, the relationship was positive, working more during high school was not significantly related to hourly wage that was related more strongly to having taken vocational education.

4. Differences in employer evaluations at follow-up were not significantly related to the duration of work experiences.

Although not significantly related, youth who worked more in high school and during the follow-up year tended to get higher evaluations of "workmanship and job skills," "work habits and attitudes," and "basic academic skills." However working more in high school was related somewhat negatively to evaluation of "productivity."

Effects of Self-concepts

1. Youth with highly positive self-esteem and internal locus of control consistently thought that employers had tough standards for hiring and job performance.

At the beginning of the senior year, youth with higher self-esteem thought that positive information had a greater influence on employer's hiring standards. At the end of the senior year, youth with higher internal locus of control thought (1) positive information had a greater influence on employers' hiring standards and (2) employers' job performance standards were higher (see table 24).

Believing that employers are influenced by positive information in hiring standards is consistent with positive self-concept. These effects for the other standards, although modest, are somewhat surprising. The intitial expectation was that positive self-concept would have been related at some time to perceiving that employers would be more relaxed about standards.

TABLE 24

REGRESSION RESULTS: NET RELATIONSHIPS OF SELF-CONCEPT TO PERCEPTIONS, EMPLOYMENT OUTCOMES, AND EMPLOYER EVALUATIONS

Dependent Variable / Self-Concept:	Self-esteem		Locus of Control		Work Ethic	
Hiring Standards (Positive Information)						
(T1) Begin of senior year	.122*	(1.9)	-.018	(-1.2)	NA	NA
Change score (T 2/1)	.061	(1.1)	.166**	(2.2)	.040	(0.6)
(T2) End of the senior year	.046	(0.8)	.146*	(1.9)	.028	(0.4)
Change score (T 3/2)	.086	(1.5)	-.171	(-1.6)	.003	(0.1)
(T3) End of the follow-up year	.118*	(1.9)	-.050	(8.4)	-.026	(-0.4)
Hiring Standards (Negative Information)						
(T1) Beginning of senior year	.051	(0.8)	.083	(1.0)	NA	NA
Change score (T 2/1)	.026	(0.5)	.067	(0.9)	-.009	(-0.1)
(T2) End of the senior year	.022	(0.4)	.049	(0.7)	-.009	(-0.2)
Change score (T 3/2)	.156***	(2.8)	.006	(0.1)	.046	(0.9)
(T3) End of the follow-up year	.178***	(3.0)	.004	(0.4)	.041	(0.8)
Job Performance Standards						
(T1) Beginning of senior year	-.058	(-0.9)	.069	(0.8)	NA	NA
Change score (T 2/1)	.015	(0.3)	.151**	(2.0)	.019	(0.3)
(T2) End of the senior year	-.000	(-0.0)	.135*	(1.7)	.029	(0.4)
Change score (T 3/2)	.132**	(2.4)	.008	(0.1)	-.018	(-0.4)
(T3) End of the follow-up year	.123**	(2.0)	-.030	(-0.3)	-.008	(-0.1)
Employment Outcome During Year after Graduation						
Weeks worked (mean = 30.6)	.980	(1.0)	-1.329	(-1.0)	-.688	(-0.6)
Months unemployed (mean = .96)	-.186	(-1.3)	.348*	(1.8)	-.025	(-0.2)
Turnover--no. of jobs (mean = .7)	-.023	(-0.5)	.111*	(-1.7)	-.058	(-1.1)
Training received (log)	.013	(0.1)	-.369*	(-1.7)	-.496***	(-2.7)
Hourly wage (mean = $4.08)	.017	(0.2)	-.059	(-0.5)	-.033	(-0.5)
Employer Evaluations at Follow-up						
Workmanship and job skills (mean = 76.9)	1.247	(0.7)	4.546	(1.4)	2.080	(1.4)
Work habits and attitudes (mean = 72.4)	1.502	(0.9)	4.201	(1.5)	3.028**	(2.2)
Basic academic skills (mean = 80)	-.181	(-0.1)	6.846**	(2.2)	.196	(1.4)
Productivity last week worked (mean = 89)	-.647	(-0.3)	3.936	(1.0)	1.550	(0.8)

Note: The above models are identical to those presented in Part II except that the only school variables included were school program dummies.

* $p <= .10$
** $p <= .05$
*** $p <= .01$
**** $p <= .001$

Apparently, youth who have high self-esteem expect others to hold them to high standards and/or they expect to get jobs that are demanding.

Work ethic was not related at any time to any standard. This could mean that youth with a strong work ethic have accommodated to the workplace during the survey period, having eased into a "neutral zone" somewhat like the one the vocational students appeared to be in during the same period. Unfortunately, a measure of work ethic was not made at the beginning of the senior year to make the comparison.

2. Highly positive internal locus of control and work ethic were negatively related to most employment outcomes but positively related to employer evaluations.

Despite the strong positive effect of self-esteem on perceptions, it was not significantly related to either employment outcomes or employer evaluations. However, high self-esteem tended to be related to working more weeks, being unemployed less, changing jobs less frequently, receiving more training, and earning a higher hourly wage during the follow-up year.

High internal locus of control was significantly related to more unemployment, changing jobs less frequently, and receiving more training. Although not significant, it was negatively related to weeks worked and hourly wage. The association between high internal locus of control and viewing job performance standards as being tougher is most interesting. As will be discussed more fully later, perceiving these standards as being tough is also related negatively to employment outcomes. Youth who have a strong sense of control over their own lives may be conveying the wrong signals to employers. Persons with a strong sense that others control their lives seemed to be "better off." This suggests that employers might be somewhat put off by youth who project too strong an image of being in control.

An alternative explanation is that youth with a high internal locus of control are not investing heavily in labor market experience. This seems to be a more plausible explanation because they consistently receive higher evaluations from employers in every category. Although significantly related only to higher ratings of "basic academic skill," high internal control was also positively related to "workmanship and job skills," "work habits and attitudes," and "productivity."

Youth with a high work ethic worked less and received less training on the job. However, only the latter was significantly related. Again, youth with a high work ethic also consistently received higher evaluations across the board. For evaluations of "work habits and attitudes" this relationship was significant.

Effects of Perceptions on Employment Outcomes and Employer Evaluations

Hiring Standards (Positive Information)

Youth who thought at the end of the follow-up year that positive information strongly influenced hiring standards received the highest evaluations of work habits and attitudes from their employers. Perceptions of these standards at the end of the senior year were not related to employment outcomes.

At the end of the senior year, youth with high internal locus of control and minorities thought that positive information had a strong influence on hiring standards. Although these relationships were only slightly significant, they were also related negatively to employment outcomes. When considering the perceptions of positive information for the entire sample, no significant relationships were evident. For weeks worked, the relationship was slightly negative (see table 25).

Perceiving that positive information highly influenced hiring standards at the end of the follow-up year was positively related to all of the employer evaluations, but the effects were not strong. Only for "work habits and attitude" were the evaluation ratings marginally significant. The other evaluation ratings were not significant. However, these findings are insufficient to support a conclusion that perceptions of the influence of positive information on hiring standards are related to either employment outcomes or employer evaluations.

Hiring Standards (Negative Information)

Youth who thought at the end of the senior year that negative information strongly influenced hiring decisions worked more weeks and were unemployed less during the year after high school graduation. Youth who thought at the end of the follow-up year that negative information had a strong influence received higher evaluations of "work habits and attitudes" and "productivity."

TABLE 25

REGRESSION RESULTS: NET RELATIONSHIPS OF YOUTH'S PERCEPTIONS TO EMPLOYMENT OUTCOMES AND EMPLOYER EVALUATIONS

Dependent Variables	Perceptions: Hiring Standards (negative information)		Hiring Standards (positive information)		Job Performance Standards	
Employment Outcomes 1 Year after Graduation						
(Using perceptions at the end of the senior year)						
Weeks worked	2.370**	(2.1)	-.986	(-1.0)	-3.423****	(-3.4)
Months unemployed	-.349**	(-2.3)	-.184	(-1.3)	.195	(1.4)
Turnover	.000	(0.0)	.018	(0.4)	.013	(0.3)
Training received	.187	(1.1)	.222	(1.4)	-.176	(-1.1)
Hourly wage	-.083	(-0.9)	.024	(0.4)	.012	(0.2)
Employer Evaluations 1 Year after Graduation						
(Using perceptions at the end of the follow-up year)						
Workmanship and job skills	1.869	(0.9)	2.571	(1.6)	-1.036	(-0.6)
Work habits and attitudes	3.519*	(1.9)	2.763*	(1.9)	-2.274	(-1.4)
Basic academic skills	1.611	(0.8)	1.776	(1.1)	.259	(0.1)
Productivity	4.364*	(1.7)	1.970	(1.0)	.012	(0.2)

Note: The above models are identical to those presented in Part II except that the only school variables included were school program dummies.

* $p < .10$
** $p < .05$
*** $p < .01$
**** $p < .001$

The increased concern about employers' being tough on negative information in hiring standards at the end of the senior year seems to indicate a predisposition toward work in the year after high school graduation. Thinking that negative information highly influenced hiring standards at the end of the senior year was significantly related to working more weeks and being unemployed less during the follow-up year. No other perception variable was as strongly related in a positive way to these outcome variables (see table 25).

It is interesting to note that the strongest effect on perceiving these standards as being tough at the end of high school was for higher GPA, college prep curriculum, and SES. Minorities did not perceive that employers were tough on these standards at the beginning and end of the senior year as whites did. However, none of these variables was related to weeks worked or unemployment.

Thinking that employer hiring standards were tough for negative information at the end of the follow-up year tended to be related to higher ratings on all four aspects of the employer evaluations. For evaluations of "work habits and attitudes" and "productivity," the relationships were significant. Perception of negative information was the only variable to have a significant, positive relationship to evaluations of productivity.

Although most of the youth in the sample had worked before leaving high school, the year after high school is a work transition period that is quite different from the past. It can be a stressful period. For some, work means an important source of income to help with further education. For others it means a source of income for self-support and establishing independence. Upon entering this transition period, it is reasonable to expect youth to anticipate that employers will be tough on negative information in their hiring standards. Those who thought that employers would be toughest were more successful in the labor market. Therefore, perceiving that employers are tough on negative information upon graduation from high school is likely to lead to success in the labor market. It can do this by leading youth to behave in ways that ensure they will get and keep job (i.e., they send the right signals to employers).

Job Performance Standards

Youth who thought at the end of high school that employers would be tough on job performance standards worked fewer weeks during the follow-up year. Youth who thought that employers were tough on job performance standards at follow-up were not evaluated differently by their workers.

Being concerned at the end of senior year that employers are tough on job performance standards was strongly related to working fewer weeks during the year after graduation (see table 25). In fact, this had the strongest negative effect on weeks worked. This finding is the corollary to the finding that working more makes youth more relaxed about these standards. There also was a tendency for youth who rated job performance standards as being tougher at follow-up to be rated lower on "workmanship and job skills" and "work habits and attitudes." Although not significant, this suggests that being relaxed about the standards is more likely to be associated with positive outcomes. Being concened that job performance standards will be tougher could mean that youth are entering a job transition. This is a time when youth could expect standards to be tough. With time, experience, and success, youth could begin to perceive a relaxing in the standards.

After youth were acclimated to jobs, follow-up perceptions of these standards began to level off, showing no relationship to evaluation of job performance. The work experience and vocational education variables over time were consistently related to perceiving that employers would be less tough on job performance standards. Also, males perceived that these standards would be less tough. These findings suggest that youth who are more established in the labor market are more likely to believe that their employers will not be as strict with them. Several explanations are possible for this phenomenon. First, employers could have overreported their job performance standards and thus it might appear that youth have undervalued these standards. But this would not explain why the youth's perceptions attenuated. A more likely explanation is that youth, upon job entry, perceived the standards as being tough--an appropriate response on their part. Then as they progressed successfully in their jobs, they began to think of the standards as being less tough. Unfortunately, the data collection points were not precise enough to measure the effects on youth's perceptions immediately upon job entry and shortly after their "break-in" period. Without these data, the latter explanation cannot be supported at this time.

Summary

The following summarizes (1) the effects of school program, work experience, and self concept on youth's perceptions of employer standards and (2) the effects of youth's perceptions, school program, work experience, and self-concept on employment outcomes and employer evaluations in the year following high school. Table 26 is a summary of the significant effects of these variables.

Effects of School Program, Previous Work Experience, and Self-Concepts on Youth's Perceptions of Employer Standards

1. Youth who perceived that employers had tough hiring standards at various points in the survey were youth who:
   - participated in vocational education programs for fewer than 20 class hours
   - completed the college preparatory program
   - worked the most during the year following high school graduation
   - had the highest self-esteem
2. Youth who perceived that employers had tough job performance standards at various points in the survey were youth who.
   - had not taken vocational education courses
   - had worked the least during the year following high school graduation
   - had high self-esteem
   - strongly felt that they were responsible for what happened to themselves (i.e., high internal locus of control)

Employment Outcomes During the Year Following High School Graduation

3. Youth who worked the most weeks and were unemployed the least during the follow-up year were youth who:
   - thought at the end of the senior year that employers had tough hiring standards
   - thougnt at the end of the senior year that employers did not have tough job performance standards
   - worked the most during the senior year of high school

4. Youth who had the lowest job turnover during the follow-up year were youth who:

   - most strongly felt that they were responsible for what happened to themselves (i.e., high internal locus of control)

5. Youth who received the most on-the-job training during the follow-up year were youth who:

   - worked the most during the senior year
   - most strongly felt that other persons were responsible for what happened to them (i.e., high external locus of control)
   - had the lowest work ethic

6. Youth who earned the highest hourly wage during the follow-up year were youth who:

   - had taken vocational education courses during the senior year
   - worked the most during the senior year
   - worked the most during the follow-up year

Employer Evaluations during the Year Following High School Graduation

7. Youth who received the highest evaluations of work habits and attitudes at the end of the follow-up year were youth who:

   - thought that employers had tough hiring standards
   - had the highest work ethic

8. Youth who received the highest evaluations of basic academic skills at the end of the follow-up year were youth who:

   - most strongly felt that they were responsible for what happened to themselves (i.e., high internal locus of control)

9. Youth who received the highest evaluations of productivity at the end of the follow-up year were youth who:

   - thought that employers had tough hiring standards

TABLE 26

SUMMARY OF SIGNIFICANT DIFFERENCE IN PERCEPTIONS AND FOLLOW-UP OUTCOMES

	School Program		Experience		Self-concepts			Perceptions of Standards		
	Cooperative Vocational Education	In-school Vocational Education	College Prep	Work Experience	Self-Esteem	Internal Locus of Control	Work Ethic	Hiring Standards (positive)	Hiring Standards (negative)	Job Performance Standards
Hiring Standards (positive information)	...	...	...	...	+.122*	.146* (T1) +.118*	... (T2) .166**	NA	NA	NA
Hiring Standards (Negative information)	...	...	+.389*** (T2)	+.006* (T3)	+.178*** (T3)	...	...	NA	NA	NA
Job Performance Standards	-.376**** (T1)	-.249* (T1)	...	-.010*** (T3)	+.123* (T3)	+.135* (T2)	...	NA	NA	NA
Employment outcomes (T3)										
Weeks worked	...	...	...	+6.72*** (T2)	...	...	...	...	+2.37** (T2)	-3.42*** (T2)
Unemployed (months)	...	...	...	-.480*** (T2)	...	+.350* (T2)	...	...	-.349** (T2)	...
Turnover	...	...	...	...	...	-.111* (T2)	...	...	...	...
Training	...	...	...	+.530*** (T2)	...	-.369* (T2)	-.496*** (T2)	...	...	...
Hourly Wage	+.27*	+.40***	...	+.046*(T2) +.20* (T3)	...	...	...	...	...	...
Employer evaluations (TC)										
Workmanship & job skills	...	...	...	...	...	...	...	...	...	...
Work habits & attitudes	...	...	...	...	...	...	+3.03** (T3)	+2.76* (T3)	+3.52 (T3)	...
Basic academic skills	...	...	...	...	...	+6.85** (T3)	...	...	...	...
Productivity	...	...	...	...	...	...	...	...	+4.36* (T3)	...

Note: The above models are identical to those presented in Part II except that the only school variables included were school program dummies.

* $p <= .10$
** $p <= .05$
*** $p <= .01$
**** $p <= .0001$

T1 = beginning of senior year.
T2 = end of senior year.
T3 = end of following year.

Conclusions

The knowledge gained through this study has provided some insight into youth's perceptions of employer standards. The findings revealed that it is not only a matter of youth knowing and valuing what employers expect in their hiring and job performance standards, but also a matter of when they perceive standards as strict or relaxed. Youth's perceptions alternated between being concerned about the standards (rating them higher) or being relaxed about them (rating them lower). Table 27 illustrates the changes in perceptions over three survey periods by variables that had significant effects on the perceptions.

When youth were first exposed to work through school or actual work experience, youth perceived standards as being tougher. This was followed by perceptions of the same standards as being more relaxed. In terms of Van Maanen's work socialization model of entry, encounter, and change, perceptions of hiring standards were tougher before job entry then attenuated. Job performance standards were perceived as being tougher at job entry then attenuated. As youth remained in a job, perceptions of job performance standards leveled off (i.e., differences in perceptions diminished), and for some of these youth, perceptions of the influence of negative information on hiring standards began to rise, signaling a new transition. To delineate these patterns in the perceptions accurately, more frequent measures of the perceptions are needed. Figure 7 suggests what the patterns may look like, piecing together the data that are available.

Youth who perceived that negative information highly influenced hiring decisions at the end of the senior year worked more weeks and were unemployed less. Youth with similar perceptions at follow-up were rated more highly on employer evaluations at follow-up. Participating in vocational education and college preparatory programs and work experience was positively related to increasing youth's perceptions of the influence of negative information in hiring standards. For vocational education students, this increase in perceptions apparently preceded the data collection at the beginning of the senior year. Analysis of the number of hours of vocational education in-school and cooperative experiences revealed that youth who had taken fewer than 20 hours

TABLE 27

PERCEPTIONS OF STANDARDS OVER THE THREE SURVEY PERIODS
BY SIGNIFICANT EFFECTS OF INDEPENDENT VARIABLES

Hiring Standards (Negative Information)

	Coll. Prep.			Prev. Work. Exp.			Self-esteem			Males			Minorities			SES			GPA		
	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
+4.5																				xxx	
+4.0																				xxx	
+3.5		xxx																		xxx	xxx
+3.0		xxx							xxx											xxx	xxx
+2.5		xxx							xxx											xxx	xxx
+2.0		xxx				xxx			xxx								xxx			xxx	xxx
+1.5		xxx	xxx			xxx			xxx								xxx			xxx	xxx
+1.0	xxx	xxx	xxx	xxx		xxx			xxx								xxx			xxx	xxx
+0.5	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx							xxx	xxx	xxx	xxx	xxx	xxx
-0.5										xxx	xxx	xxx	xxx	xxx	xxx						
-1.0											xxx	xxx	xxx	xxx	xxx						
-1.5												xxx	xxx	xxx	xxx						
-2.0												xxx	xxx	xxx							
-2.5													xxx								

Job Performance Standards

	Coop. Voc. Ed.			In-School Voc. Ed.			Prev. Work. Exp.			Locus of Control			Self-esteem		
	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
+2.0															
+1.5											xxx				xxx
+1.0										xxx	xxx				xxx
+0.5										xxx	xxx	xxx		xxx	xxx
-0.5	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx				xxx		
-1.0	xxx	xxx		xxx	xxx			xxx	xxx				xxx		
-1.5	xxx			xxx				xxx	xxx						
-2.0	xxx			xxx					xxx						
-2.5	xxx			xxx					xxx						
-3.0	xxx								xxx						

Note: Bar graphs were constructed using t statistics where .10 = 1.64, .05 = 1.96, and .01 = 2.58.

T1 = beginning of senior year.
T2 = end of senior year.
T3 = one year after graduation.

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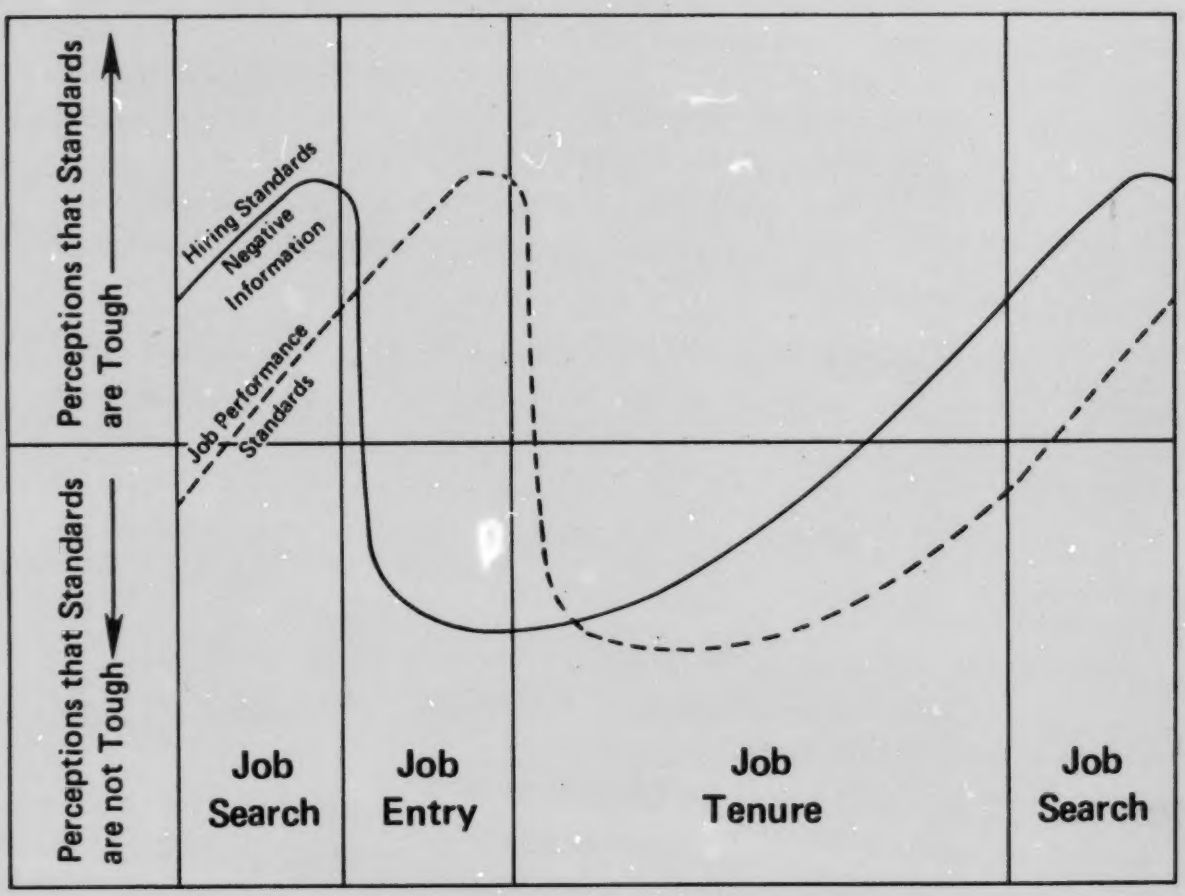

Figure 7. Changes in perceptions over time

of vocational education rated the standards higher. As the number of hours increased beyond that point, the perceptions attenuated. Since vocational students are successfully established in the labor market earlier than other students, this attenuation in perceptions most likely indicates that the transition had gone smoothly. On the other hand, college preparatory youth, upon graduation from high school, were the most concerned about the influence of negative information on hiring standards, rating it higher. For them the transition to the workplace seems to be greater at that time. These findings lend support to the conclusion that perceiving employers to be highly influenced by negative information in hiring standards will result in better employment outcomes and a successful transition to new jobs.

Youth who perceived that job standards were tougher were not more successful in the labor market and received lower employer evaluations. Having taken vocational education in high school and extensive work experience, on the other hand, were related to perceiving these standards as more relaxed. This suggests that youth who are continuing to perceive these standards as being tough are still attempting to make successful transitions into the labor market. The best support for this conclusion is the data on the number of hours of youth's high school vocational education and work experience. As these hours increased, youth began to perceive job standards as being tougher. However, after a relatively short time perceptions of these standards also attenuated.

CHAPTER V

IMPLICATIONS AND RECOMMENDATIONS

This study focused on youth's perceptions of employer hiring and job performance standards from the beginning of the senior year of high school until 1 year after high school graduation. Although youth's perceptions of employer standards had received little attention in the literature, it appeared that accurate perceptions of those standards can be useful in employment. Employers often tend to hire and keep employees who are genuinely responsive to their standards, suggesting an association between accurate perceptions of the standards and successful labor market experiences. This does not necessarily mean a personal commitment to the standards. Instead, it means knowing, when necessary, what the standards are and performing accordingly in order to get and keep a job.

With this premise in mind, the study obtained data on youth's perceptions of the standards at the beginning and end of the 1981-82 school year and 1 year after high school graduation. The data on youth's perceptions of the standards for the three time periods were compared with reports of the standards that were obtained from the youth's employers at the end of the year after graduation. In order to identify key determinants of youth's perceptions and labor market outcomes, the study examined the effects of schooling, work experience, and self-concept on youth's perceptions of employer standards as well as the effects of all of these variables on employment outcomes and employer evaluations in the year following high school graduation.

The following is a discussion of the implications and recommendations of the findings on youth's perceptions of the various factors related to hiring and job performance standards. This chapter culminates with the implications and recommendations of the findings on the effects of secondary school program, work experience, and self-concepts on youth's perceptions of the standards and the effects of all these variables on employment outcomes and employer evaluations in the year following graduation.

Employer Standards (Job Search Factors)

Recommendation 1: Provide training in job-search strategies within the context of other factors affecting employer hiring standards, especially factors concerning negative information about the prospective job seeker.

Summary of findings. Employers reported that job search strategies had a very strong influence on their hiring standards. Positive information about job search had a stronger influence on these standards than positive information on other factors. Very negative information about job search also had a strong influence, inclining employers not to hire youth.

All youth, whether in employability programs or not, perceived the strong influence of positive information about job search strategies at the beginning and end of the senior year. Youth's perceptions of the influence of negative information regarding job search strategies were reasonably accurate at the end of the senior year. They tended to perceive these items as slightly less important at the beginning of the year, however.

Implications. Whereas these youth generally understand the importance of job search strategies on employer hiring standards, there was a tendency to perceive positive information as more influential than negative information. Since employers' hiring standards were particularly stringent on very negative information about any hiring factor, youth may conclude that these factors are not important and that positive job search strategies may compensate for those factors. The difficulty with this notion is that many youth can learn these job search strategies rather easily (e.g., dressing neatly for interviews). As a result, the employers will interview many applicants who will demonstrate good job search strategies and sort out only the few who do not. Then other factors such as work experience and schooling may become the deciding factors.

Employer Standards (Schooling and Training Factors)

Recommendation 2: Identify secondary school youth who have not mastered the fundamentals of basic academic subject matter and provide instruction, preferably integrated with learning experiences in the community, to ensure that they will be functionally competent before they reach working age.

Recommendation 3: Help youth demonstrate in job-seeking strategies (e.g., resumes) the benefits of their vocational education and job training by relating this work preparation to employers' needs.

Summary of findings. Employers were only slightly influenced in their hiring standards by high achievement in basic skills, vocational education courses, and job skill training. Youth tended to overestimate the influence of these factors on the employers. On the other hand, employers were considerably more influenced by negative information about basic skills (e.g., not being able to read well). Employers also considered job performance problems related to basic skills serious enough to discuss them immediately with their new employees. Math errors and reading problems were especially of concern to employers. Youth in general tended to underestimate the seriousness of negative information on basic skills in hiring standards but perceived the seriousness of job performance problems related to basic skills. Youth in vocational education programs, however, perceived the hiring standards regarding negative information more like employers did at the end of their programs. In contrast these youth perceived the job performance standards for basic skills as slightly less serious at the end of their programs.

Implications. There has been a great deal of emphasis on basic academic skills in recent years. Employers have consistently reported that these skills are important in jobs. This has led in many cases to greater emphasis on basic academic skills in schools to improve employability. The data from this study seem to indicate that there seems to be a point of diminishing return in terms of proficiency in this area. However, deficiencies in basic skills appear to be a serious liability for youth. Regardless of the extent to which reading is essential to job performance, the vast majority of employers indicated that they would not hire someone who "could not read a newspaper." They also indicated that making many errors in basic math would be a serious problem on the job. This suggests that employers expect young employees to be functionally literate--to be competent in the fundamentals of math, reading, writing, listening, and speaking.

The absence of tough hiring standards for having had vocational education and job training is perplexing. Youth, and probably the general public, believe that these factors have a greater influence than employers do. This

may have been because employers in this sample do not depend on these factors. Nevertheless, all other things being equal, having taken vocational education and having the training needed for the job could give youth an advantage (albeit a slight one) over others who lack these experiences.

Employer Standards (Work Experience)

Recommendation 4: Provide youth with periodic assessment and vocational guidance to help them understand the consequences of work experiences and to minimize occasions for accruing a poor work record.

Summary of findings. Employers are very much influenced by information about work experience in their hiring standards. Their standards were especially tough on negative information about work experience (e.g., high absenteeism and frequently changing jobs). Youth generally did not perceive these standards accurately at the beginning and end of the senior year. Youth in programs (except for CETA), however, did begin to perceive these standards more like the employers did. The only item youth thought employers would be tougher on than employers did was having no work experience.

Implications. Youth who do not have the benefit of guided work experiences do not seem to understand the seriousness of accruing a poor work experience record. Over time this will doubtlessly cause them difficulty in job-seeking and job-keeping efforts. Their relative indifference to their attendance record and job hopping seems to be a carryover from school and other early experiences. For example, they also tended to think that high school absences were less consequential than employers did. As will be discussed later under "work ethics," employers have very stringent standards for following their rules and policies.

Employer Standards (Work Ethics)

Recommendation 5: Make youth keenly aware of the high priority employers place on strict adherence to company rules and policies.

Summary of findings. Employers reported more stringent job performance standards for work ethics factors than for any other factors. Showing up for

work drunk or stoned, refusing to do a job because it was undesirable, not calling in when sick, and absenteeism were items most likely to get young employees fired. Vocational education youth, after being in their programs a few months thought that employers would be toughest on these items. By the end of the senior year, most youth were in agreement with employers on the seriousness of these standards.

Implications. In addition to understanding that job performance standards are most stringent for work ethic factors, youth must demonstrate this understanding in the early months of employment. If they do not, it is unlikely that they will be able to keep their jobs. Many employers are very explicit about what they expect and will not tolerate young employees' violations of company rules and policies. Some employers even have these standards written out and employees are asked to sign a statement indicating their awareness of these standards. It is important, therefore, for youth to pay strict attention to these matters. Many vocational and career programs help youth make a successful transition by ensuring that youth meet the standards, helping them understand the significance and consequences of their behavior.

Employer Standards (Attitudes)

Recommendation 6: Make youth aware of attitudes that can affect their job performance and provide them with constructive strategies for dealing with work situations that could evoke inappropriate displays of attitudes.

Summary of findings. Employers reported that job performance problems related to attitudes are serious enough to discuss those problems immediately. Although less serious than work-ethic-related problems in the early months of employment, problems related to poor attitudes are not likely to be overlooked. Youth understood this and were generally in line with employers on their perceptions of these standards.

Implications. Employers seemed to be relatively tolerant of the kinds of attitudinal problems represented in these job performance standards (e.g., sulking when criticized, being argumentative, griping). However, their indicated response (i.e., discuss it immediately) shows a tendency to "nip this

behavior in the bud." Persistent displays of poor attitudes are likely to result in dismissal, especially if they interfere with anyone's performance and productivity.

Employer Standards (Productivity and Effort)

Recommendation 7: Develop specific educational activities in all areas of secondary school curriculum that teach youth how to be more productive and encourage youth to put forth the effort to increase their produvtivity on the job.

Summary of findings. Employers regarded low productivity as a serious matter in their hiring and job performance standards. Productivity associated with low effort was particularly serious, strongly inclining employers not to hire youth or to fire them if they already had the job. Youth, in general, underestimated employer standards for productivity and effort at the beginning and end of their senior year in high school. The discrepancy was particularly notable for "low productivity and low effort" in hiring standards.

Implications. Youth consistently underestimated the employer standards for productivity and effort more than any other factors associated with employer standards. In as much as employers are less tolerant of low productivity resulting from low effort, youth can seriously jeopardize their chances in job seeking and job keeping. This is an area that must be given more serious consideration by the youth and by the vocational and career programs in which they enroll.

Since employers generally are concerned about the productivity of youth, it is important for educators and trainers to give special attention to this problem. Instilling habits of industry in youth is by no means a new topic, but by and large, educational strategies to accomplish this goal seem to be lacking. Specific teaching and learning activities need to be developed to teach youth how to be more productive. This type of productivity training could easily be integrated into many areas of curriculum. The specific intent of this training should be to help youth obtain optimum results from efficient use of their time. This problem is not merely to make youth aware that they need to make better use of their time, but to teach them how to go about doing it.

Effects of Secondary School Programs on Perceptions and Outcomes

Recommendation 8: Encourage youth to take at least one vocational or career education course in close proximity to when they are considering employment in order to improve their chances for getting and keeping jobs.

Recommendation 9: Encourage youth to enroll in a continuous sequence of increasingly rigorous academic courses in order to enhance their ability to perceive employer standards in appropriate ways at times that will be most beneficial to their employment pursuits.

Summary of findings. Participating in vocational education and college preparatory programs does provide benefits for youth in terms of their perceptions of employer standards and their employment outcomes. Vocational education youth perceived job performance standards as less stringent than others at the beginning of the senior year. These youth had been in their programs for at least 2 months, having received extensive orientation to the standards. Cooperative program youth had been on the job for about 3 months. The latter group viewed job performance standards significantly lower than all others. College preparatory youth perceived that negative information had greatest influence on employer hiring standards at the end of the senior year.

In separate analyses, the number of vocational class and work site hours was positively related to perceiving standards as being tougher. The interesting finding in this regard was that it did not take a very high number of hours to get these effects. In fact, a higher number of hours was negatively related to the perceptions. Also, the number of academic courses was positively related to perceptions of the standards. As the number increased, the tougher youth viewed the standards.

Perceiving hiring and job performance standards as these program youth did was related positively to employment outcomes. The net effect for school program on employment outcomes, however, was significant only for vocational students who received the highest hourly wage in the year following high school. Although not significantly correlated, both vocational and college preparatory majors were evaluated more highly by their employers than non-program youth in the year following graduation.

Implications. Youth who had taken vocational education courses (both cooperative and in-school programs) and youth who had taken college preparatory courses were better off than nonprogram youths in terms of their employability. Their perceptions of standards heightened at times when they sought employment and during the early stages of job entry. These programs helped youth to send the appropriate signals to employers (i.e., they took employer standards seriously).

Effects of Work Experience on Perceptions and Outcomes

Recommendation 10: Provide youth who intend to make a transition into full-time employment after high school with vocational guidance to formulate a career plan, so that their early work experiences will build progressively on one another.

Summary of findings. There were no net effects of working while in high school on youth's perceptions of employer standards. However, youth who worked the most the year after high school perceived that employers would be less tough on job performance standards and tougher on hiring standards. On the other hand, youth who worked more in high school worked more weeks, were unemployed less, and received more training at the workplace during the year after graduation. Although not significant, youth who worked more in high school and the follow-up year tended to get higher employer evaluations on all competency areas except productivity.

Implications. Increasingly the number of hours of work experience apparently makes youth "more comfortable" with the jobs they hold. They seem to be successful in broadening their work experience records, but at the same time seem to develop a restlessness with their present situations, beginning to give more serious attention again to hiring standards. This could mean that youth who worked a great deal in the year after graduation are contemplating another major transition that could improve their employment situation.

Effects of Self-concepts on Perceptions and Outcomes

Recommendation 11: Provide youth with self-assessment guidance activities to help them link self-knowledge with their occupational and career needs.

Summary of findings. Youth with high self-esteem and strong internal locus of control rated employer standards higher than youth with low self-esteem and strong external locus of control. However, none of the measures of self-concepts (including one's commitment to the work ethic) was positively related to employment outcomes in the year following high school graduation. High scores on the three self-concept measures were positively related to employers' evaluations in the year following graduation. However, there were no significant relationships for self-esteem. High internal control was signficantly and positively related to evaluations of basic academic skills. High commitment to the work ethic was significantly and positively related to evaluations of work habits and attitudes.

Implications. Youth have a variety of self-concepts, many of which seem to have implications for their work-related behaviors. The positive effects on evaluations of basic skills and work habits and attitudes seem to be consistent. However, whereas positive self-concepts were related to perceiving standards as more stringent, the absence of effects on employment outcomes is surprising. This lack of relationships might be due to the fact that generally, most of the youth viewed themselves positively; hence there were no real differences in self-concepts to begin with. On the other hand, this emphasis on the positive might be similar to perceptions of the influence of positive information on employer hiring standards. They also were not significantly related to employment outcomes. Apparently, youth who stress the positive do it at the expense of an adequate examination of their shortcomings. This could result in dealing with shortcomings inadequately, sending mixed signals to employers, and not investing in important aspects of job performance behavior (e.g., putting forth effort). If this is the case, then youth might benefit from guidance activities that help them make self-assessments that link self-knowledge with their occupational and career needs.

Effects of Perceptions on Outcomes

Recommendation 12: Provide youth with instruction on employer standards (especially as it concerns employers' expectations and priorities) to help them clarify the importance of their perceptions in getting and keeping jobs.

Recommendation 13: Align the sequence of instruction on employer standards to correspond more closely to their job search and job entry activities.

Summary of findings. Youth who thought that positive information highly influenced employer hiring standards at the end of the senior year were not significantly different on employer outcomes in the following year. Similar perceptions at follow-up, however, were related to higher evaluations of "work habits and attitudes." Perceptions of the influence of negative information in hiring standards were more strongly related to outcomes. Youth who perceived that negative information highly influences employer standards at the end of the senior year worked more weeks and were unemployed less. Youth with similar perceptions at the end of the follow-up year received higher evaluations of productivity, work habits, and attitudes.

Although it was presumed that perceiving that job performance standards are tough would be related positively to outcomes, exactly the opposite proved to be the case. Youth who thought at the end of the senior year that employers would be tough on job performance standards worked fewer weeks during the follow-up year. Also, youth with similar perceptions at the end of the follow-up year tended to be evaluated more negatively by their employers; these relationships were not significant, however.

Implications. The findings on the effect of perceptions of the standards revealed some significant relationship to the outcomes in the year after high school graduation. These effects were strongest for perceptions of the influence of negative information on hiring standards. This could lead to the conclusion that the latter perceptions are the most critical. However, a reconsideration of the data collection points tempers that conclusion. A review of the socialization to employer standards model used to interpret the data

suggests that for perceptions to be most predictive of future job-seeking and job-keeping behaviors, data ought to be collected as youth are seeking, entering, and maintaining themselves in jobs. The data that come closest to this timing are the data collected at the end of the senior year when many youth were entering a major school-to-work transition. Consequently, youth may have been maintaining jobs or not looking for employment at the time of the other surveys. A more probable conclusion (given more frequent data collection points synchronized to job transitions), is that (1) youth who perceive that negative information highly influences employer's hiring standards during job-seeking periods and (2) youth who perceive job performance standards as tough during job entry and more relaxed about the standards after job entry will be the most successful in getting and keeping jobs. This being the case, youth not only must perceive these standards as being tougher in order to get and keep jobs, but also must have these perceptions at appropriate times in the employment cycle.

The data on youth's perceptions of the standards revealed that programmatic intervention, by and large, affected those perceptions. Nonprogram youth seemed to be at a disadvantage in their employment pursuits when compared with vocational education and college preparatory program youth. The implications here are strongest for vocational guidance. By not recognizing the severity of problems represented by items on the hiring and job performance scales, youth could be severely limiting their employability. This seems to be a matter of helping youth see connections between their perceptions and employment outcomes. The fact that some youth tend to attribute even less importance to these standards over time underscores this dilemma. Further, it points out that occupational knowledge and work experience alone, although necessary, are insufficient for grasping the importance of the standards. Educators need to provide opportunities expressly designed to relate what is taught in classrooms to the youth's world of work. By increasing awareness of the relative importance of employer standards to school experiences and by providing planned activities for reflection and integration of knowledge and experience, educators would be in a better position to improve youth's employability. For programs like CETA, perceptions were affected but the emphasis seemed to be misplaced (i.e., emphasizing perceptions of positive factors at the expense of perceptions of negative factors).

PART II

BACKGROUND AND TECHNICAL INFORMATION FOR PART I

CHAPTER VI

REVIEW OF RELATED RESEARCH

Many variables have been used to explain the behavior of individuals within a social environment (Campbell 1963). Whereas it is useful to separate perceptions from the other variables to study their relationship to work behavior, it is important to gain an understanding not only of how perceptions interact with other variables to produce work behaviors, but also of how these other variables relate to the formation of the perceptions themselves. Unfortunately, the relative importance of these variables and the ways they relate to each other is unclear (Parnes and Rich 1980). Nevertheless, many of the studies conducted in the area of attitudinal predispositions do provide some knowledge of these relationships. This chapter is a review of the related literature and research on work socialization and worker attributes. In this review, worker attributes considered important in employability development, the development of perceptions of self and work, and prospects for changing worker attributes are examined.

Worker Attributes Considered Important in Employability Development

Before examining the factors considered essential for employability, it is important to make some distinctions regarding skills or competencies and other aspects of employability. Dunnette (1976) makes this distinction by separating human attributes that may affect work performance directly from those that may affect it through the mediating influence of perceptions based on social interaction. The latter, he notes, "bear importantly upon what and how individuals perform work assignments, but they are <u>not</u> aptitudes, skills, or abilities" (Dunnette 1976, p. 474). Skills, according to Dunnette, designate physical and motor aptitudes and abilities. Although others (Anastasi 1970; Cronbach and Snow 1977; Super and Crites 1962) point out definitive differences among skills, aptitudes, and abilities, Dunnette's definition of skills will suffice for our discussion, for it includes such "skills" as typing, driving a truck, selling merchandise, writing an article, and computing sales figures. These are quite distinct from being on time, reporting in when sick, responsibility, honesty, dependability, and other attributes that are

commonly found on "job competency" or "employability skills" lists. We shall refer to the nonskill attributes (personality traits, attitudes, and behavioral characteristics) as social-psychological attributes to distinguish them from skill factors associated with employability. Together the skill and social-psychological factors are included in the use of the term "worker attributes." The discussion of skill and social-psychological attributes that follows is based primarily on literature concerning persons' opinions of what they consider to be important. In almost all cases it does not reflect empirical evidence on the issues, which is discussed in the subsequent sections.

Skill Attributes

An examination of attributes considered important for youth employability reveals that job skills represent only a small proportion of factors contributing to job search and retention success. This is because most youth either possess the skills needed for the jobs they can get, or can be trained to acquire those skills within a few weeks of informal on-the-job training. Surveys of employers (e.g., Richards 1980) have shown that skills often do not figure prominently in the reasons that youth do not get and keep jobs. The obvious exceptions are jobs requiring specific skills, such as typist, computer programmer, and machinist. However, these jobs represent only a small part of jobs in the youth labor market.

One notable exception in the skill area is employers' concern with basic academic skills (Kline 1969; Murphy 1969; Richards 1980; Taggart 1981), trainability, and the ability to learn. These general or fundamental skills, although they seem evident at face value, have been variously interpreted, as evidenced by the proliferation of surveys and other inquiries on the subject. To put it simply, it is well known that employers expect young people to be able, if required, to read, speak, write, and use mathematics to carry on everyday work operations. Further, they expect youth to be able to grasp simple instructions, to learn simple job duties quickly, and to use good judgment and reasoning in executing job tasks.

Despite the concern over the poor preparation that youth receive in schools, Reubens (1974) found that only a small number of male high school graduates had first jobs that could be classified as using school skills. This suggests that employers' claims that youth do not have good basic skills must have more to do with some general trait related to trainability and learning on the job than it does with skill deficits. Consequently, looking for one-to-one matches between school skills and job skills may be a misguided effort. More needs to be known about abilities that underlie school skills and job tasks to understand what employers mean by "basic" skills.

Job search is another skill area that has received much attention. Borus and others (1980) conclude that the most disadvantaged persons in the labor market are substantially less knowledgeable about the labor market in which they are attempting to operate. Wegmann (1979) contends that job-finding skills are learnable, although they are not generally taught in schools. Among these skills are the ability to find new jobs, using networks and contacts, writing resumes, filling out job applications, interviewing, and following up on job contacts. Wegmann cites several examples of the success of skill training in this area. Participants of job search assistance programs were dramatically more successful than the control group in getting jobs (90 percent employed as compared to 55 percent; 14 days to get a job as compared to 53 days, respectively). The success of job-finding skill training has been attested to in our own work by the not infrequent comments of employers who are concerned that some prospective employees are getting "too good" at job search activities, alleging that they are being deceived by the "learned behavior," which does not necessarily mean they will perform on the job.

Social-Psychological Attributes

Personality traits, attitudes, and behavioral characteristics (viz., work habits) are disproportionately mentioned as factors contributing to job search and retention success. Deficiencies in these factors are repeatedly cited as reasons that youth do not get or keep jobs (Adams and Mangum 1978; Dodd 1981; Ellwood 1980; Leach and Nelson 1978; Passmore 1982; Wilson 1973).

Collins's (1974) survey of employers revealed that some employers included high school diplomas in employment requirements. What is surprising about his finding is that the diplomas are considered indications of perseverance, self-discipline, and drive rather than of knowledge. Richards (1980) surveyed employers to determine employee attributes most important to them. Similarly, he found that positive attitude (i.e., concern for the organization and its products and positive approach to tasks assigned) and dependability (i.e., good attendance, punctuality, acceptance of responsibility, and accountability) were judged as the most important. Communication skills and basic academic skills were also of high importance but lower than positive attitude and dependability. Only a minority of the employers indicated that craftsmanship and productivity were of "top importance" (41 percent and 34 percent, respectively).

While we have separated out personality traits, attitudes, and work habits for discussion purposes, we must point out that in reality they seem to be interrelated. This interrelatedness is apparent not only in the theoretical sense that personality traits affect attitudes and attitudes in turn affect behavior, but in the layperson's inclusive use of the terms in describing similar employability problems. For example, when youth are performing poorly on the job, employers might attribute this to their unreliability, lack of work ethics, or poor work habits.

These factors have gained considerable attention in employment and training programs for youth, especially for the disadvantaged since they seem to be "lacking" such attributes. Further, these factors are cited almost without exception in studies of employability development for youth, the disadvantaged, and the unemployed (Anderson and Sawhill 1980; Appelbaum and Koppel 1978; Beach 1981; Boyd et al. 1975; Campbell 1971; Collins 1974; Hensley 1979; Kazanas and Beach 1978; Kazanas and Wolff 1972; Leach and Nelson 1978; Lynton, Seldin, and Gruhin 1978; Mangum and Walsh 1978; Pelligrin 1976; Richards 1980; Rosenfeld 1982; Rosove 1982; Stephenson 1979 and 1980; Taggart 1980, 1981).

Kazanas and Wolff (1972) suggest that attitudes toward work are the most basic foundations of effective work habits. They define work attitudes as the manner in which individuals view work--a state of mind or a feeling with

regard to work. They define work habits as constant patterns of actions--unconscious processes by which the work is performed. These definitions illustrate the interrelatedness of those constructs to each other as well as their relationship to basic personality traits that shape work attitudes and habits.

A review of the behaviors and characteristics of workers found in the literature and surveys related to this topic reveals considerable consistency in the type of items considered important for employability. The following briefly describes the personality traits, attitudes, and work habits that can be inferred from those sources. Appendix C contains specific examples of those worker characteristics.

Personal traits. Many socially desirable personal traits are explicitly mentioned or can be inferred from behavioral statements of job performance. Among the most commonplace are initiative, responsibility, cooperation, ambition, loyalty, self-directedness, even-temperedness, stability, perseverance, helpfulness, cheerfulness, reliability, dependability, industriousness, sociability, thoughtfulness, courtesy, friendliness, alertness, and good judgment. Although this is not the place to interpret the various meanings of these traits, it should be pointed out that some of the terms just mentioned may be euphemisms for other desired traits. For example, "cooperation" may be another way of saying "compliance;" "self-directedness" may mean "does not need a great deal of supervision and training" rather than "independent in thought and action." Rosenfeld (1982) suggests that we should be cautious in striking a balance between developing such attitudes and behaviors needed in the short term of early job entry and those needed for the future (viz., independent-mindedness that builds self-confidence and prepares individuals for more responsibility).

In addition, careful thought must be given to how personal traits can be developed in different individuals. For example, Kohn and Schooler (1982) questioned whether the development of self-directedness is possible in the secondary labor market. They found job conditions that result in feelings of distress or lack of job protections, dirty work, close supervision, and a low position in the supervisory hierarchy. They concluded that persons of lower social positions are more likely to believe that conformity to external

authority is all that their own capacities allow. In addition, perceptions of the importance of personal traits can be affected by the job levels persons hold in an organization (Porter and Henry 1964).

Attitudes. While attitudinal items appear in many forms, most are of the attitudes-toward-work variety, more particularly work ethics (Weber 1958). Among those most often mentioned are: shows interest in work and co-workers, enjoys work, shows respect for authority, accepts rules, accepts criticism, respects the rights and property of others, and accepts change. Rosenfeld (1982) cites a recent survey of businesses to determine what they wanted most from schools: more basic education, more training for adults, more vocational education, more shop experience, or better work attitudes. He reports that those surveyed overwhelmingly chose better attitudes. Others have found that altering or developing certain attitudes and social skills has proven to be important in removing barriers to employment (Evans 1978; Frost 1974) and in improving on-the-job performance (National Commission for Employment Policy 1979). However, The National Commission for Employment Policy (1979) caution that youth may be receiving more criticism about their work attitudes than can be justified.

Work habits. Many items in this category relate to employers' concern with efficiency, control, and order in the behavior of workers. Among those often mentioned are punctuality, carefulness, neatness, using established procedures, following directions, completing work on time, planning and organizing work activities, taking care of tools and equipment, and not wasting supplies and materials.

Evidence of the Relationship between Worker Attributes and Youth Employability

No clear picture emerges from an examination of the research on the worker attributes and youth employability. The reasons for this state of affairs seem to be the complexity of factors impinging on the nature of youth work, the tentative nature of their commitment and attachment to work, employment practices, and fluctuation in the demand for young workers.

Passmore's (1982) recent review of research on youth employment problems portrays a rather dismal picture of the state of knowledge. A summary of his observations follows. He concluded that evidence supporting the hypothesis that lack of skills is the reason for youth unemployment is vague and equivocal. There is no evidence that lack of technical skills is a direct cause of employment problems--in fact, training for most youth jobs can be completed in a short time. The literature does not show the incidence and nature of personal and social deficits that impede youth's job success. Very little conclusive evidence is available about the role of basic skills in employability problems. There is little empirical support for the widely accepted assertion that work experience fosters responsibility and facilitates development of attitudes and values important to success on the job. The pervasive theme running through Passmore's review seems to be that employability programs are placing more weight on the evidence, which is used to support the conventional wisdom that guides these programs, than that evidence can support.

Nevertheless, in Passmore's review and elsewhere, we can see that research has begun to shed some light on the relationship of worker attributes to youth employability. Freeman (1980) points out that, while problems with the data raise some doubt, youth joblessness may be more due to lack of jobs than to poor work attitudes. This observation raises the issue of how employers' assessments of youth's capabilities to do the work may vary considerably between tight and slack labor markets. Further, Freeman points out that deficiencies in affective and cognitive skills needed in jobs in the regular economy are probably limited to certain groups of individuals (i.e., those groups experiencing high rates of joblessness). Anderson and Sawhill (1980) concur, noting that the large majority of youth do succeed in the labor market. Therefore, we are led to conclude that personal and situational variables related to <u>perceptions</u> of these worker attributes may be critical in understanding how the attributes relate to youth employability.

The Development of Perceptions of Self and Work

Early Socialization and Attitude Formation

Part of the difficulty in understanding the development of perceptions, attitudes, and other mental constructs associated with work lies in the fact that work is such a pervasive life activity. The impressions one forms of work are the result of an accumulation of experiences that begin early in childhood and develop as a result of everyday interactions with persons, objects, and events (Appelbaum and Koppel 1978). The nature and content of these experiences can be affected by a person's race and sex (Haefner 1977), socioeconomic status (Goodale 1973; Kohn 1981; Parnes and Rich 1980; Pentecost 1975), personality traits (Stern 1962; Trow 1962) family patterns (Rodman, Nichols, and Voydanoff 1969), employment status of family members and significant others (Himes 1968; Hotchkiss and Chiteji 1981), location of residence (Borus et al. 1980), exposure to work at school and through the media (Schwartz and Henderson 1964), schooling (Sewell, Hauser, and Wolf 1980), and situational factors associated with employment and training. As individuals increase their exposure to work-related activities in the home and community and to the attitudes others hold toward work, they begin to form opinions about the importance of the attitudes and skills required for work. Eventually, these opinions shape beliefs and then attitudes, which are likely to persist until they encounter other stimuli to change them. Baumrind (1975) found that early socialization experiences can also set limits on the kind of persons adolescents become, depriving them of skills, values, and habits required by employers.

Related to the concepts of work are concepts that individuals form about themselves as workers and the responses others make toward those self-concepts. Among the types of evidence confirming a self-hypothesis, the most important may be perceptions resulting from interpersonal contacts. Rosenberg (1975) noted that, although individuals require confirmation of their self-hypotheses in the actions of others toward them, their interpretations are not necessarily objective or accurate. Applied to the concept of self as a worker, the way others behave toward an individual can shape his or her evaluation of whether

or not he or she is competent. The extent to which the individual's self-conceptions are consistent with how others behave toward his or her work behaviors, then, can contribute to his or her perceptions of desirable worker attributes. Rosenberg concludes that adolescents in dis- sonant contexts are conspicuously more likely to have unstable self-concepts than are youth in consonant contexts. If this holds true for work contexts, then we would expect that youth, whose concepts of what is necessary to get and keep jobs are consistent with their employers' concepts, will receive greater confirmation.

Super and others (1963) suggest that early experiences with work aid in the formation of many self-concepts that will come into play as youth assume the role of worker. They propose that there are three major stages to self-concept formation. The first is the development of perceptions of self (self-percepts). This stage closely parallels anticipatory socialization. The second stage is the translation of self-concepts into occupational concepts of self as worker (e.g., "I think like a carpenter, I like what carpenters like, I can do what carpenters do, I think I can be a carpenter"). The last stage is self-concept implementation. During this stage, youth begin to put to the test the concepts they have of themselves. The relevance of Super's self-concept constructs to anticipatory socialization is that youth may vary considerably in their readiness and realism as they enter early employment. Some youth will recognize this period for what it is--a chance to try out their concepts and to prove to others that they are capable of doing the work. This trial period will involve testing not only their abilities, skills, and perceptions of self, but also their beliefs, attitudes, and perceptions of what is important in the workplace. While Super's work primarily concerned middle-class youth, this notion of self-concept seems especially pertinent to the disadvantaged (Miskimins and Baker 1973).

Closely tied into attitudes toward self as a worker are attitudes toward self. Self-esteem is not a characteristic that is firmly fixed by the time an individual enters high school. Bachman and O'Malley (1980) estimate that among young men in their late teens and early twenties, self-esteem has high stability in 1-year intervals but proportionally lower stability over the 8-year span of their study. They speculated that unemployment is particularly likely to lead to self-blame, since their lack of diploma, job skills, and occupational information are something they are <u>often told</u> they could and should take steps to correct.

Although there is uncertainty about how youth's attitudes toward job competencies and other worker attributes develop and how those attitudes relate to job performance, there seems to be agreement that individuals can vary considerably in those attitudes and how they affect behavior (Belcher and Atchison 1976; Bullough 1967; Dubin, Hedley, and Taveggia 1976; Goodale 1973; Goodwin 1972; Pentecost 1975; Shappell, Hall, and Tarrier 1971; Stanton 1982; Triandis et al. 1974; Williams 1968). A society such as ours values individual differences and appreciates their existence, so it is not surprising to "discover" these differences, particularly when you observe individuals from diverse social environments.

In the first place, individuals vary considerably in the centrality of work to life interests (Dubin, Hedley, and Taveggia 1976). This may be the result of many social forces including home, school, and peer influences. It can also be the result of the relative importance that work has in meeting personal, social, psychological, and/or economic goals. Stanton (1982) suggests that today's workers, on the average, may not be as inclined to "put their shoulders to the wheel to achieve personal success" as their predecessors. Secondly, employers can vary in their perceptions of youth's predispositions to work.

If we look at the environments in which predispositions toward work attitudes are formed, we may find clues to how they differ and why youth seem to display work behaviors that are at odds with their expressed knowledge of work ethics. Many underprivileged children who do not interact daily with employed persons, for example, may remain naive about the language, dress, attitudes, and behaviors expected by employers (Himes 1968). Residents of black ghettos who express feelings of powerlessness may resign themselves to a life in an impoverished environment (Bullough 1967). When the disadvantaged seek jobs, the primary reason is for money (Goodale 1973) and for immediate gratification rather than for long-term personal development or career advancement (Himes 1968; Schwartz and Henderson 1964).

Despite the evidence of both between-group and within-group differences, many employability development programs design education and training efforts as if the individuals were alike (Pentecost 1975). When researchers have investigated competencies required of youth for labor market success, there has been remarkable consistency in what employers say youth need (Wiant 1977).

This seems to be the case regardless of which youth are being discussed. Because certain skill deficiencies of the disadvantaged are apparently self-evident, focusing on skill, per se, seems the logical thing to do to improve employability. However, a number of the studies, such as those cited above, suggest that the affective dimensions of skill development must also be considered. To do this would seem to require individual attention to perceptual differences in the values, beliefs, and other attitudinal features youth attribute to work, the differences in the ways perceptions guide job behavior, the differences in employers' and supervisors' perceptions of worker attributes, and the differences that are likely to result from the interactions of supervisors and subordinates who hold different perceptions.

Whereas it doubtlessly can be argued that either situational factors, such as those mentioned above, or personal factors are primarily reponsible for the formation of perceptions, it is important to note an important distinction between the two. According to attribution theory, individuals are more likely to view situational factors as controlling their behavior. On the other hand, an observer of those individuals (e.g., a supervisor) is more likely to attribute their behavior to personality traits or predispositions (Jones and Nisbett 1971). If this is indeed the case, it seems advisable to focus on both kinds of factors to enhance our understanding of the determinants of perceptions and their relationship to work behavior and outcomes.

Socialization in Work Environments

Getting jobs. Good work habits and positive work attitudes have been found to be critical factors in competing for jobs (Kazanas and Wolff 1972) and in later employment (Raelin 1980). This has been amply demonstrated by efforts to teach youth job search skills. Youth are able to develop skills not only in finding jobs but also in presenting themselves favorably in ways that lead others to conclude that they will be good workers. However, Kazanas and Wolff stress the importance of youth actually acquiring the attitudes and work habits that will make them successful on the job.

There also seem to be significant differences in regard to job search techniques. Dayton (1981) found that youth at age 20 rely more heavily on

personal contacts than on resumes to find jobs. In his sample, whites analyzed their interests and abilities to select a job and target the job search to that particular job. Blacks, on the other hand, relied on traditional techniques not particularly associated with job-finding success: want ads, state employment services, and government agencies. Blacks also viewed finding jobs less as a matter of cause and effect.

Dayton found that although it is highly important for youth to identify a job goal, youth are not doing this and give the appearance that they do not know what they want to do. Personal characteristics (i.e., personality, persistence, ability to get along with others), reading and writing abilities, and willingness to work odd hours proved to be top-rated aids in getting jobs. All this seems to suggest that those individuals who are the most knowledgeable, organized, and persistent are those most likely to get jobs. Further, it suggests that these strategies can be learned, and this is confirmed by the success of job search programs.

Work norms and normative attitudes. Since youth who are making initial entries into workplaces have probably had different preemployment experiences, we might expect that their perceptions of work, employers, and work environments would also differ. Triandis and others (1975) determined that patterns of perceptions were quite different in their samples of blacks and whites. In- dividuals who distrusted people, things, roles, and relationships in an en- vironment and did not see these entities as beneficial were described as manifesting "ecosystem distrust." The researchers found that this distrust develops in environments where negative reinforcements are more frequent than positive ones. In a work context, this would doubtless lead toward considerable misconceptions of self and work.

The work of Triandis and his associates is of particular interest because of its focus on what they call "the subjective culture" (Triandis et al. 1972). This concept suggests to us that the perceptions that individuals bring to workplaces can be at varying odds with the perceived roles, norms, values, and meaning of job tasks within the subjective culture of these workplaces. This concept could then partially account for variance in employment outcomes regardless of the extent of skill development. Not only could individuals get and lose their jobs because they have displayed attitudes and behaviors inappropriate to their employers' perceptions, but also they could elect to leave the work environment as an escape from what they perceive as

punishing (Gullahorn and Gullahorn 1963). The manifestation of this phenomenon can be seen in the often heard employer complaint that youth do not possess the "right" attitudes and basic skills needed to do work. In light of the notion of subjective culture, one would have to conclude that the "rightness" of attitudes and skills is relative to particular work enviro- nments. Thus, to attempt to identify certain attitudes and skills as basic to all work environments (to the exclusion of both the perceptions of their relative importance in those settings and the variance in perceptions of youth toward those competencies) could lead to fallacious assumptions for developing effective education and training programs for youth.

Allen and Silverzweig (1976) also recommend that norms, the expected behaviors of individuals in group settings, should be taken into account in training efforts. They point out that group norms, although a critical consideration, are not often an explicit dimension of the group environment. In work settings, the perceptions of worker attributes and their relative importance are a dimension of group behavior that new entrants into the group must ascertain. Allen and Silverzweig point out that whileas a norm is an anticipated behavior, it is more accurately viewed as an idea in the minds of group members. They have observed that behaviors acquired in training that are in conflict with group norms usually lose out. In some instances, training may lead individuals to behave in ways that may even be harmful. This suggests to us that, for employability development to be effective, it is important for trainers to be knowledgeable not only of the worker attributes employers want but also of the extent to which they correspond with the normative attitudes of the various employer groups. This distinction often seems to elude trainers and persons who seek to enlighten them, because of their quest for the magical list of "competencies" that will make persons employable.

Job performance. Triandis and others (1974) point out that the worker's job environment may involve "literally thousands of interactions," each of which can be misunderstood. The cumulative effect of these interactions can be a major determinant of youth's later perceptions, attitudes, and behaviors (Herzberg et al. 1957; Schein and Otto 1962; Vroom and Deci 1971). For example, dysfunctional perceptions can result in patterns of negative employment outcomes for certain individuals. A cursory view of the studies of minorities and women underscores this dilemma.

Although the disadvantaged seem to accept the work ethic (Rainwater 1966; Williams 1968) employers perceive them as not valuing it. Probably this is a result of differences in the environments in which predispositions were formed, the manner in which the lack of the work ethic is inferred from the work-related behaviors of the disadvantaged, and their disillusionment from the lack of payoff. Although evidence suggests that disadvantaged blacks are aware of the work ethic, they are not the same in this regard as others. Whites and middle-class blacks have more positive attitudes toward the conventional work ethic, pride in work, and intrinsic rewards of work (Bullough 1967; Lefton 1968; Himes 1968; Goodale 1973). The strengthening of these positive attitudes toward the work ethic seems to be a result of positive experience at work.

Schwartz and Henderson (1964) concluded that many disadvantaged end up devaluing work and finding other ways of making money because they are not convinced that pursuit of the work ethic is worthwhile given the realities of their menial jobs, low pay, turnover, and chronic unemployment. This disenchantment with the work ethic apparently comes as a result of working. Goodale (1973) speculated that the work values of the disadvantaged seem to differ markedly from those of all other workers in similar jobs. He suggested that to determine whether these differences are real, measures of these value differences must be made and their relationship to work behavior established.

Organizations can also vary in terms of whether they socialize new workers as individuals or groups. Collective socialization has the benefit of solidifying proper attitudes and behaviors through the support and control that results from a group perspective (Evan 1963; Becker 1964). It could also permit new recruits to deviate some from the standards of the work organizations in which they are employed. Co-workers can also help youth determine "what constitutes making a mistake." They can also create, if they see fit, an atmosphere to learn from one's mistakes, to take chances, and to experiment. The decisions on how to respond to and treat youth will depend to a large extent on the group's perceptions and experiences. These may not always be wholesome and positive. Consequently, the price that newcomers pay for acceptance by co-workers may be submission to group attitudes and beliefs. The extent to which these attitudes and beliefs become lasting attributes of youth is uncertain. Dubin (1956) suggests that individuals may display appropriate social behaviors simply because they are mandatory rather than because they

are important. In fact, there is much evidence to suggest that important reference groups for most workers lie outside their immediate work environment. Consequently, we can expect that the socialization process for youth may be influencing only surface dimensions of attitudes and behaviors.

Supervisory behavior and standards. Several studies underscore the importance of supervisors in the job success of their subordinates (Goodman 1969; Hodgson and Brenner 1968; Rosen and Turner 1971; Beatty 1974). This observation is not surprising, since supervisors are gatekeepers of employment--especially for youth. But these and other researchers have demonstrated that a variety of factors impinge upon the outcomes of supervisory behavior and that probably no one factor could account for all the variance.

Beatty's (1974) study investigated the hypothesis that how "hard-core" unemployed individuals perceive the attitudes and behavior of supervisors may have far greater influence on their job success than do supervisors' self-perceptions. He found several significant relationships. Job performance of subordinates tended to be more successful when subordinates perceived their supervisors to be considerate and supportive rather than definitive and structuring in regard to work standards. This seems to be especially important during the first 6 months of employment. Beatty noted that other sources of positive reinforcement may explain job success of the "hard core" after the initial 6 months. However, he found that even after 2 years, supervisory structure tended to be negatively related to job success, suggesting that the "hard core" may still not respond favorably to imposed structure on their work behavior.

Taggart (1980, 1981) stresses that individuals are judged by the average performance of their group membership. Consequently, job competencies and favorable work attitudes, whereas necessary for successful employment, are not sufficient. Individuals must experience success in the labor market, and this has a great deal to do with their actual job-related behaviors and how they are evaluated.

Many supervisors may be predisposed to expect less or even the worst from the disadvantaged and act accordingly. Sometimes this means adopting a resocialization mode (Wheeler 1966) and imposing more structure and tighter

discipline (Beatty 1974; Goodale 1973; Rosen and Turner 1971; Wanous 1976, 1977). This concern for control over new entrants, especially disadvantaged individuals, and the negative consequences that can occur has been documented (although variously interpreted) by others (Triandis et al. 1972; Goodale 1973; Morgan, Blonsky, and Rosen 1970; Rosen and Turner 1971; Fleishman and Harris 1972).

These infavorable supervisory predispositions are not limited to minorities. Women were seen as more likely than men to be absent and tardy and to be less skilled (Britton and Thomas 1973). Women were seen as incapable of meeting demanding work standards (Benet 1982). These attitudes toward competence in women can manifest themselves in negative evaluations of work performance (O'Leary 1972; 1974). Youth, regardless of their sex, are often judged to be inadequate. Eighteen-year-olds in one study were seen as being the most likely to have job-related accidents and to be frequently absent and the least likely to have skills the employer wanted (Britton and Thomas 1973). Such supervisory perceptions when applied to new entrants can result in a vicious cycle of self-fulfilling prophecy.

Hoiberg and Berry (1978) point to the importance of the relationship of preemployment expectations and on-the-job perceptions in predicting job performance outcomes. They observed that when the experiences of Naval recruits disconfirmed their expectations, they were more likely to be dissatisfied--a consequence that could have resulted in inappropriate behavior. An important conceptual distinction is made by these researchers. They stress that, whereas expectations can be based on impressions and information in the absence of experience, perceptions concern the actual experience and are shaped by both the expectations and evaluations of those experiences. Similarly, if new job entrants have unrealistic job-related perceptions and expectations and supervisors hold unrealistic expectations for those new entrants, both are most likely to perceive the job experiences and behaviors in different ways, ultimately detrimental to the new entrants. This phenomenon is well documented in the findings regarding the misperceptions of behaviors that occur when individuals from different cultural groups come together (Shlensky 1972; Triandis et al. 1974 and 1975; Salipante and Goodman 1976; Goodman, Paransky, and Salipante 1973).

Although employer ratings appear to be the final word in determining whether or not job applicants or incumbents are satisfactory, it is important to note the basis of such subjective validity. For example, Dunnette and Borman (1979) have found that workers whose attitudes are more similar to those of the interviewer are more likely to get and keep jobs than applicants with less similar attitudes. The term they attach to this phenomenon is "attitude similarity effect." They further suggest that a better understanding of performance ratings can be achieved by studying the "person perception process."

Perceptions in this regard can be affected by many factors. In addition to attitude similarity effect, Dunnette and Borman found low agreement among the ratings of supervisors at different levels in the organization, suggesting that raters from different organizational perspectives may arrive at different although valid ratings. Fein (1976) cautions, however, that managers "may not be practicing what they are preaching." He notes that although managers may advocate, for example, worker participation efforts, managers as a group hold low opinions of workers' capabilities in that regard. As Fein put it, "managers said what they thought was expected of them, but managed realistically." This observation suggests that one should be fairly cautious in interpreting information provided by employers about desirable attitudes and competencies of workers.

Desmond and Weiss (1973) found that differences in job characteristics may account for differences in the consistency of supervisors' ratings. Of particular interest is their finding that service-oriented and person-oriented jobs and jobs with tasks that are not readily definable tended to be less consistently rated. Because these jobs often are held predominantly by youth and women, we would expect to find inconsistency in youth's supervisors' perceptions.

Keeping jobs. Most youth manage to get leverage out of early labor market experiences. This is especially true for white males who dominate primary labor market jobs. However, it is unclear exactly how this leverage is achieved. What is known is that this group enters the labor market with an edge over other groups in terms of preparation (Dayton 1981), and that they have the advantage of getting jobs that are dominated by other white males. White males receive sufficient support in the environment to attain optimal development of desired attributes.

Atkinson (1973) found that, in addition to acquiring skills required of experienced workers in a job, new entrants must have learning skills to help them reach those standards. Fleishman (1972) asserts that individuals who have a great many highly developed basic abilities can become proficient at a greater variety of tasks. However, research has shown that ability requirements change over the training period. General abilities are more important in early stages, whereas performance in later stages is a function of habits and skills required on the job (Fleishman 1967). The lack of these general abilities at entry and the ability to develop habits and skills on the job, then, appear to be seriously detrimental to employability.

Salipante and Goodman (1976) studied the role that job skills and attitudes played in job progression for the "hard-core" unemployed who appear to have the most trouble in improving their employment prospects. They found that job skill training was significantly related to job retention. However, they also found that attitudinal-type training was not related or was negatively related to retention. They concluded that, because job skill training provides cues that jobs are available after training, training is likely to strengthen trainees' belief that they can perform the required jobs. On the other hand, role-playing was seen as possibly personally confrontal and potentially negative. Attitude training, which was less confrontal, nevertheless was unrelated to job retention.

Taggart (1981) cautions that work alone may not increase employability or employment chances. Other researchers have found that the development of employability attributes is possible through work experience, but work experience might not be as optimally beneficial for youth as some claim it is. For example, working does seem to be related to increased personal responsibility. Workers do become more punctual, dependable, and self-reliant on the job. However, social responsibility, or responsibility to others, does not seem to be fostered by working. This may be because of the low levels of social cooperation and interaction common to workplaces where youth are employed (Steinberg et. al. 1981).

Greenberger, Steinberg, and Ruggiero (1982) also stress that early work experience, given its menial nature and minimal potential for development, may foster cynical attitudes about working and the belief that work ought to be

dispersed with as quickly as possible. This study does not set up a polemic, leading us to conclude that work can teach bad attitudes. Instead, we can infer that one needs to attend to the quality of the work experience if one wants it to improve employability. This is an important caveat, considering how little is known concerning the link between attitude change and behavioral change (Campbell 1971).

Prospects for Changing Worker Attributes

An implicit, if not explicit, assumption of employability development programs for youth is that these programs can bring about favorable changes in attitudes and other desired worker attributes. Friedlander and Greenberg (1971) conclude that neither the orientation/training program nor the job experience fostered in the "hard-core" unemployed a more adaptive attitude toward work. In fact, they found the program they studied had no effect on these attitudes. However, one must consider the time frame of these studies. Goodale (1973) reasons that "it is unlikely that eight weeks of training could have changed work values that have been formed by many years of experience," concluding that longitudinal research is needed. Similar conclusions were reached by Taggart (1981) and by Brauchle and Petty (1981).

If we are to understand the development of perceptions and attitudes and how they can be altered, we must interpret the existing descriptive data with their time limitations cautiously. The evidence that exists suggests that the perceptions and attitudes of individuals become more durable with increasing age. Consequently, remediation or any short-term interventions to redirect perceptions and attitudes to produce desired job-getting and job-keeping behaviors are not likely to work in the long run. The very nature of the durability of attitudes would suggest that they will revert to former states even though during training individuals might verbalize opinions and display behaviors that suggest they have changed. Triandis and others (1975), in stating that massive disconfirmation and self-insight are needed to overcome ecosystem distrust, support the notion that redirection of perceptions and accommodation to desired job behaviors will take time. Others (Becker et al. 1961; Kahn et al. 1964; Schein 1968) suggest that the extent to which the interventions are stressful may influence whether perceptions and attitudes are significantly affected.

One area in which employability programs have met with success is in improving job search skills. Barbee and Keil (1973) observed positive change in job interview skills of trainees in an experimental setting; as a result they became "employable." However, without sufficient attention to job performance attitudes and skills, these individuals may experience increased on-the-job problems because of raised expectations on the part of employers.

The success noted by many in the job search area is doubtless the result of the job seekers' understanding what employers are looking for and presenting themselves in ways that lead employers to think they have the requisite worker attributes. However, such compatibility is considerably more difficult to achieve on the job, where evaluative standards will be applied directly to job performance.

Perceptions of the relationship between antecedents and consequences seem to be a necessary condition for socialization to be enabling. The findings of Triandis and others (1975) graphically illustrate this point: "Not only did these blacks see no clear connections, but the connections they did see appeared to reflect less realistic information on how to get from one state to another (p. 52)." While disadvantaged individuals may fail to see these connections, this may, in fact, reflect reality. From the blacks' perspective, "obeying the boss" did not prevent them from being fired, and when others disobeyed the boss, they "got away" with it. Clearly, the relationship between the ways in which one perceives the interactions between supervisors and subordinates and the number of "chips one has to lose" may be operating here. Therefore, whereas exposure, contact, and experience are important to atti- attitudinal change, they do not ensure a positive development direction. In some cases it appears that no exposure may be preferable to negative exposure that may result in distortion of perceptions or entrenchment of negative attitudes.

In considering what makes youth employable, many in the employability development field have used the terms skills and competencies to include a wide range of human attributes. Whereas this practice may have the value of including important factors required to enhance youth's employability, it has also resulted in some confusion regarding the nature and the content of employability and how best to go about developing it. To wit: referring to attitudes and habits as skills and competencies suggests that the former can be developed in the same manner as the latter. Disadvantaged youth, for

example, who acquire the necessary job skills through training may still be deemed unemployable at a later time. They cannot assume that desired changes in perceptions, attitudes, and work habits will automatically result from the skill training itself. Greenberger, Steinberg, and Ruggiero (1982) have documented that work experience alone will not produce the desired affective outcomes. In fact, negative attitudes and habits can be exacerbated by labor market experiences. Because attitudes and habits imply directionality, individuals who do not possess "desirable, positive" attitudes and work habits may not be lacking them, but instead may possess negative attitudes and poor work habits. If the latter is the case, development of the desirable attitudes and habits will require intervention and change strategies related to reversing their perceptions and modifying their behaviors. This is conceptually quite different from the case of skills that, if lacking, can be remedied by training interventions.

Finally, Super and Hall (1978) remind us of the exploratory nature of early work experiences, suggesting that job mobility and turnover are to be expected and even desirable for many individuals. They stress the need for schools to provide reflective, interpretive learning experiences so that exploration does not become random, unrecognized, and fruitless. However, few schools do this and, in the minds of Super and Hall, this is a discouraging picture of our educational system.

CHAPTER VII

STUDY METHODS

For the final year, the design of the study focused on a set of questions addressing the effect of youth's perceptions on several measures of post-high school employment outcomes. Figure 8 presents a simple block diagram of the study's design. As the diagram suggests, this year's analysis includes information obtained from the three data collection points (i.e., beginning of 1981-82 school year, end of 1981-82 school year, and June-July 1983). So that employment outcome data could be collected without relying solely upon self-reports, the follow-up design incorporated information provided by youth's workplace supervisors. Questionnaire surveys were again used for data collection for both youth and employers.

Sample

The youth originally selected for the study were participants of employability development programs (viz., cooperative vocational education and experience-based career education). Surveys were used to collect data from youth at the beginning and end of the 1981-82 school year as a means of observing pre- and post- program changes in perceptions. (From this point forward, these two data collection points will be referred to as "Time 1" and "Time 2," with the final data collection being referred to as "follow-up.") Employed and nonemployed youth enrolled in employability development programs were also included for comparative purposes.

Procedures for drawing the original Time 1 sample were purposive. Randomization was not possible, given the conditions under which data collection was permitted in the schools. Therefore, efforts were made to ensure a balance in the sample among the following groups:

- Employability development vocational experience
- Other types of vocational education experience
- College preparatory students
- Students who were neither college preparatory nor vocational

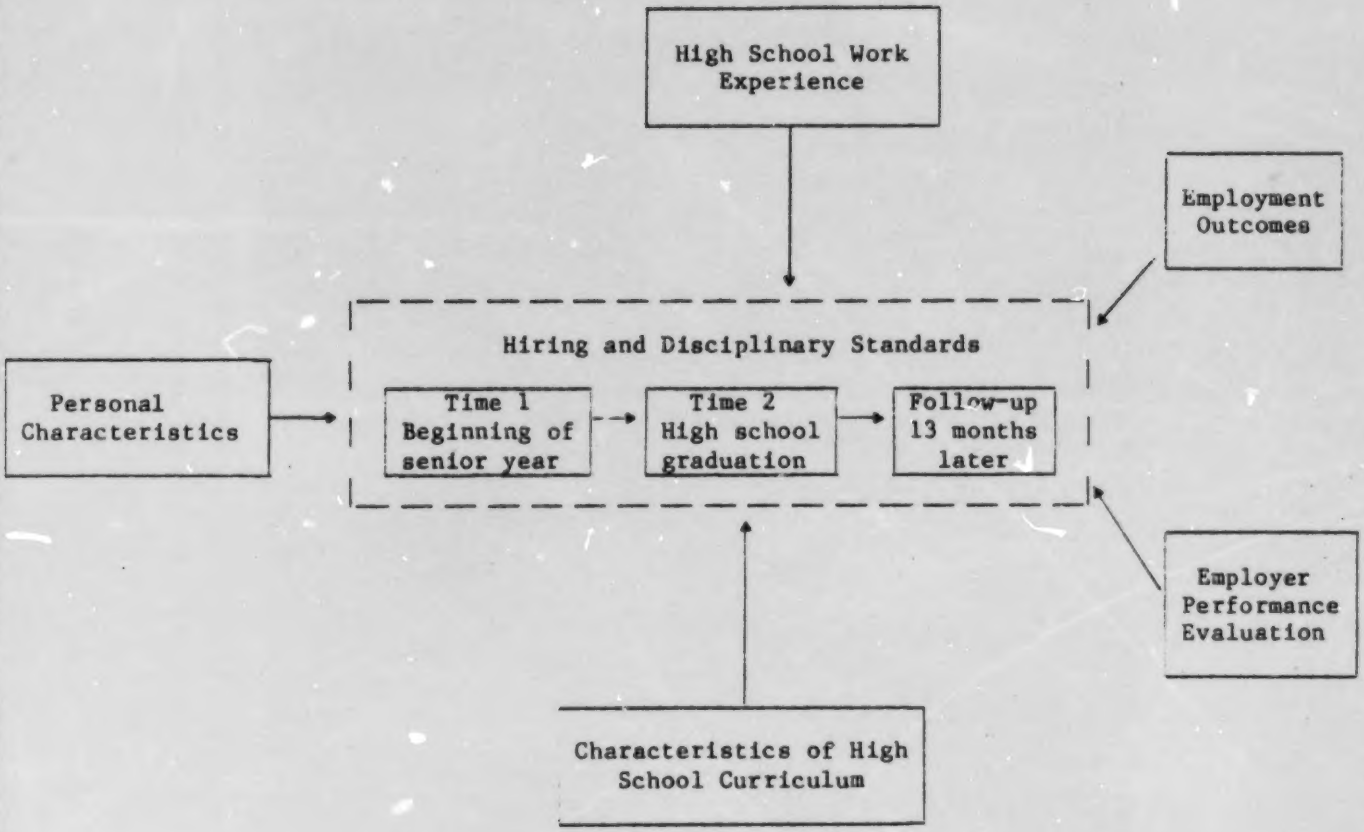

Figure 8. Study design

Schools that participated in the study are located in the south, eastern central, and middle west regions of the United States. The experience-based careereducation (EBCE) program participants were all new entrants into that program at the beginning of the study period.

The Time 1 sample consisted of 1,524 students. After the time 2 data collection 8 months later, that number had been reduced to 1,135. There were several reasons for the attrition. There was the understandable problem of some individuals dropping out of the school at some point during the school year. However, the greater problem arose from the study's being restricted from tracing at a later date, those youth absent on the day the follow-up questionnaire was administered. Tardiness and the high absenteeism in the city schools were unavoidable difficulties.

A third factor in sample attrition centered on the fact that many students who were enrolled in EBCE at Time 1 did not elect to enroll for the entire year. As a result, when the EBCE group was gathered for administration of the follow-up questionnaire, those students not enrolled for the second half of the year were not included.

Sample at Follow-up

Since the primary questions to be addressed by the analysis of the follow-up data had to do with employment outcomes and the effect youth's perceptions had upon those outcomes, the decision was made to concentrate data collection efforts on those individuals who were seniors in high school at Time 2. It was felt that employment for those individuals still would not have the same meaning as for graduates, who by virtue of their graduation were more likely to be concerned with establishing themselves in the work force. Using this criterion, 522 eligible youth were identified in the Time 2 group of the original 1,135.

So that a follow-up data collection would be possible after graduation, an information sheet was incorporated into the Time 2 questionnaire. This sheet informed the respondent that a follow-up data collection was planned and requested the name, address, and telephone number of both a parent or guardian and a relative or friend most likely to know the respondent's whereabouts at

all times. Some students elected not to complete this section, which was viewed as a statement of unwillingness to participate in any follow-up effort. The total number of potentially traceable respondents was 475, or 87.50 percent of those identified as eligible for inclusion in the follow-up group.

Tracing

Four different strategies were used in tracing the 475 eligible subjects. Initially, a letter was sent to each respondent at the address of the parent or guardian. This letter served to remind the respondents of the study and to inform them that the letter represented the first part of the follow-up that had been mentioned at the time they completed the Time 2 questionnaire. They were instructed to complete and return an accompanying enclosed form that requested address corrections, if necessary, and asked them to select from 3 preferred 2-hour time blocks for the week that data collection was planned. Additionally, the letter indicated that a $15 honorarium would be paid after a follow-up questionnaire had been completed.

For those individuals who did not respond to the initial letter, a reminder postcard was mailed to the same address 10 days after the first mailing. For letters that were returned as undeliverable, telephone calls were made to the relative or friend (where such information was recorded on the Time 2 questionnaire) in an attempt to get a current address.

After 3 weeks, a second letter was mailed to all potential respondents who had yet to return the reply form. Lastly, for those still failing to respond, an attempt was made to contact them by telephone. As a result of these efforts, all but 26 cases were contacted, which yielded a group of 449 potential respondents (94.5 percent of those identified as potentially traceable). Of this number, 325 individuals completed the questionnaire, which represents 72.4 percent of the cases where contact was made and 62.3 percent of those cases identified from the Time 2 group as eligible for inclusion in the follow-up data collection.

Administration

There were two phases to the data collection. The first phase involved arranging times at which respondents could come to a common location to complete the questionnaire under supervision. It was decided that as many instruments as possible should be completed in this manner, so that they could be examined for completeness and consistency immediately and so that any problems could be resolved in person rather than over the telephone. Of the 325 completed questionnaires, 111 were completed in this manner. For the remaining respondents who were not able to schedule appointments, questionnaires were mailed directly to their homes. Home and work telephone numbers were obtained on the questionnaire with the indication that if problems arose it would be necessary to resolve them over the telephone before payment of the honorarium could be authorized.

Employer Sample

Hoping to find better answers to the questions concerning employment outcomes, it was decided to obtain, where possible, evaluative information from the actual employers of youth in this study. Consensus was that, although obtaining this information constituted an additional effort and expense, such information would most likely afford a more credible analysis than if only self-report data were used. Included in the follow-up instrument was a request for the name and address of the respondent's current or last employer. Of the 325 follow-up respondents, 240 recorded an employer's name and address.

Where possible, these employers were contacted by telephone. They were informed as to the nature and purpose of the study and were then asked if they would be willing to complete a brief questionnaire for the study concerning a current, or when applicable, former employee. They were also offered a $10 honorarium for the contribution of their time to the study. If they agreed at least to examining the questionnaire, they were sent a questionnaire and a return mailer.

For those employers who could not be reached by telephone, a cover letter was prepared that provided information about the study and explained why the

information was needed. The letter, a copy of the questionnaire, and a return mailer were sent. The $10 honorarium was also offered. Of the 240 potential employer-respondents, 143 ultimately returned questionnaires. This represents a return rate of 59.6 percent.

Instrumentation

The youth instrument used for the follow-up data collection was designed to measure perceptions of employer hiring and disciplinary standards, to collect employment data for the 13 months between high school graduation and the follow-up survey, and to gather personal and background information to complement that information gathered during prior data collections. The employer instrument included measures of hiring and disciplinary standards, a productivity evaluation and general work evaluation for the employee involved in the study, questions about the nature of the employing organization, and demographic questions about the supervisor completing the questionnaire. Copies of the instruments used during all three time periods appear in appendix A.

Perception Variables

In that the principal questions addressed by this study involve the effect of a youth's perceptions of what employers feel is important with respect to getting and keeping a job, special attention needs to be given to the thought and the process that lead to the development of the two lists of items used to measure these perceptions. The two lists of items, that were constructed prior to the Time 1 data collection (and that have been used throughout the study) were designed to measure (1) the importance of selected worker attributes in employer hiring decisions and (2) the seriousness of selected on-the-job problem behaviors as they related to employer disciplinary or firing decisions. It should be noted that the term worker attributes is used instead of worker competencies, as the former better characterizes the times represented in the two lists.

In constructing these lists, the intent was to present an ordered response system with which respondents could indicate relative importance of selected attributes on getting and keeping jobs. The intent was that these

lists would provide the basis for constructing composite measures that could be used as explanatory variables in the regression analysis of the various employment outcomes.

The ultimate concern was with youth's attitudes toward the job-related behaviors, in that such attitudes most likely serve as predispositions to individual behaviors that either facilitate or impede job aquisition and retention. As youth mature, and particularly as they make their transition into the workplace, they form opinions and beliefs based in part on what they believe to be employer standards. As youth become aware that certain attitudinal and behavioral attributes will either help or hinder their employability, they will correspondingly evaluate them either positively or negatively (Shaw and Wright 1967).

In presenting the attitudinal and behavioral items for youth to evaluate in the questionnaire, it cannot be assumed that responses will, in fact, be a measure of attitudes--attitudes being relatively enduring, well-integrated predispositions. An equally likely assumption would be that youth responses are indications or either beliefs or opinions regarding employer standards. In this context, a belief would be defined as the probability that specific relationships between perceptions of employer standards and job-seeking and job-keeping behaviors (Anderson and Fishbein 1965), whereas an opinion on the other hand, would be a belief held without commitment and that is open to reevaluation (English and English 1958).

Therefore, any given response for the perception items could be measures of attitude, belief, or opinion. Regardless, the study assumes that these responses are a result of the work socialization process and accordingly provide insight into the respondents' perceptions. Thus, in conjunction with personal, situational, and other dispositional variables, data on the perception variables will potentially enable a better understanding of the job-seeking and job retention behavior of youth. To the extent that data can reveal what shapes and controls the perceptual changes in this opinion-belief-attitude formation pattern, it should be possible to suggest the education, training, and counseling interventions most likely to result in improved employment outcomes.

Attributes needed to get a job. The first list of perceptual items presented in the questionnaire concerned employer standards associated with job-getting attributes. The purpose of this list was to present a set of behavioral referents about which respondents could express an evaluative opinion on the extent to which each item would influence an employer's hiring decision. A Likert-type response system was used to permit respondents to express degrees of positive or negative influence they felt the behavioral referents would have on the hiring decisions. The ultimate purpose of this list was to provide the basis for developing a multi-item index so that individuals and groups could be placed on a continuum regarding perception of the importance of the standard in question.

Approximately 150 items related to hiring standards were identified in literature and through interviews with trainers and employers. Topics and issues addressed by the items were basic skills, work attitudes and habits, vocational skills, personal traits, social skills, and job-seeking skills. All items were subjected to panel review by employers and trainers, and were then pilot testing in the Columbus, Ohio area. As a result of the pretest analysis, items were selected that discriminated well, that appeared not to be duplicative and overlapping, and that seemed to contribute to the construct validity of the list. Considering the results of the pilot test, and keeping in mind the necessity of keeping short an already lengthy list of potential questionnaire variables, it was deemed prudent to limit each list presented on the questionnaire to approximately 25 items.

Figure 9 displays the part of the instrument used to collect data from youth on their perceptions of the positive or negative influence of selected behaviors and characteristics on employer hiring decisions. Exactly the same list and response system were used on the employer questionnaire, but the introductory stem was specifically tailored for the employers.

Attributes needed to keep a job. The second list of items concerned perceptions of on-the-job disciplinary standards. The intent of this list of items was to present a set of behavioral referents about which respondents could express an opinion as to the extent that each item represented a disciplinary problem that could cause employees to lose their jobs. As with the previous list, a Likert-type response system was developed to permit respondents to express degrees of seriousness for each item in terms of the most

1. Looked clean and neat at the interview?
2. Gave false information on job application?*
3. Asked many questions about the job or the company during the interview?
4. Understood that a beginner sometimes does boring and low-level work tasks?
5. Couldn't read a newspaper?*
6. Got confused when asked a simple question?*
7. Used poor grammar when speaking?*
8. Filled out a job application in a neat and correct manner?**
9. Called employer after interview to show interest in getting a job?
10. Was late for interview appointment?
11. Attached a complete job resume to application?**
12. Asked for 25 cents an hour more than the job normally pays?
13. Got A's and B's in all math courses?**
14. Had not completed high school?*
15. Had never worked before?
16. Had 3 jobs in last 6 months?*
17. Had a previous employer who would rehire him/her?
18. Was convicted for possession of marijuana?*
19. Had only done jobs like lawn mowing, baby-sitting, and delivering newspapers?
20. Was absent 12 different times in his/her last school year?*
21. Had taken a vocational education curriculum in high school?**
22. Had training in the job skills needed for job but no experience?**
23. Was 15% less productive than other workers in his/her last job because he/she wasn't trying?*
24. Was late for work three times last year?
25. Was absent from work 12 different times last year?*
26. Was 15% less productive than other workers in last job even though he or she was trying?

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* Negative factor items.
** Positive factor items.

Figure 9. Items included in the negative and positive factors indices.

likely effect upon supervisors' disciplinary actions. Such actions ranged from ignoring the behavior to firing the job incumbent immediately. These items were intended to be used in a multi-item index that would place an individual on a continuum of overall perceived seriousness.

Seventy-five items were generated initially, through the same process as described previously. From this list a set of items that discriminated well, were nonduplicative, nonoverlapping, and appeared to contribute to the overall construct validity was selected. Figure 10 displays the part of the instrument used to collect data from youth on their opinions of the relative seriousness of the selected problem behaviors. Exactly the same behavioral referents and response system were used on the employer's instrument. However, the introductory stem was again tailored to the employers.

Attitudes toward self and work. A list of 18 items concerning self-perception and attitude toward work were included in the follow-up questionnaire. These items were used in both the Time 1 and Time 2 instruments and were originally taken from the High School and Beyond questionnaires (National Opinion Research Corporation 1980). They were included so that indices might be developed that would assess positiveness-negativeness of an individual's self-concept and degree of adherence to the work ethic.

Other Control Variables

Nature of the high school experience. Considerable information was obtained about individuals' curricula at Time 1 and Time 2. At follow-up, both additional information and information that could be used to corroborate previously collected data about the high school program were collected. Additionally, a complete listing of the courses taken during the last 4 years of public school was also obtained. It should be noted that, although several types of vocational programs were included in the original sample at Time 1, only two vocational education program groups are recognized in the follow-up analysis (i.e., cooperative education programs and other vocational programs). Although the grouping of noncooperative programs was unfortunate with respect to the analysis, this action was regrettably necessary, given the small number of respondents in the various other program categories.

1. Wears flashy or sexy clothes to work?*
2. Comes to work dirty and sloppy?*
3. Shows up for work drunk or stoned?*
4. Acts angry or sulks when criticized?*
5. Gripes about working conditions like short coffee breaks or working unpopular shifts?*
6. Gets into an argument with co-workers?
7. Puts more hours on time sheet than actually worked?*
8. Refuses to do a job because it is undesirable or "beneath his or her dignity?"*
9. Can't read written directions to complete a job?
10. Doesn't write telephone messages or memos that are easy to understand?*
11. Makes many mistakes in spelling, grammar, and punctuation?*
12. Speaks so poorly that co-workers can't understand what is being said?*
13. Makes many mistakes adding, subtracting, multiplying, or dividing numbers?*
14. Tries but takes twice as long as other workers to learn a new job?
15. Tries but is 15% less productive than other workers with the same training?
16. Doesn't try and is 15% less productive than other workers with the same training?*
17. Seems not to be trying but is no less productive than other workers?
18. Takes an extra hour of break time but finishes assigned work anyway?
19. Doesn't call in when sick?*
20. Is 20 minutes late to work and has no good excuse?*
21. Causes $100 of damage to a piece of equipment?*
22. Spends 15 minutes making personal telephone calls during 1 work day?*
23. Needs twice as much supervision as others?*
24. Finishes work assigned but does not report back to superior for more work?*

Figure 10. Items included in the disciplinary standards index*

Employment information. Four sections of the follow-up questionnaire were devoted to obtaining information about the current or last job and labor force participation over the last 13 months. This information was intended for use as both outcome and control data.

Postsecondary education. Information about the number of months, full-time, or part-time status, and the nature of postsecondary educational activities was assessed so that it could be used as control data in the regression analyses.

Other control variables. Personal characteristics and family data, as well as high school work data and earlier assessments of the self-concept measures, were available from the Time 1 and Time 2 instruments, and were therefore not needed in the follow-up instrument. Only questions about current marital status and living arrangements were assessed in the follow-up instrument.

Reliability of Constructed Variables

In general practice, any time a composite measure is developed, it must be subjected to a systematic analysis to determine whether the assumptions concerning the ability of the composite to measure a defined concept are justified (i.e., validity) and whether the items contained in the composite in fact function in a common dimension (i.e., reliability). The model employed in the construction of the multi-item measures was the domain-sampling model (Nunnally 1978). This model was preferred, since it avoids the generally untenable assumptions required of its special case, the model of parallel tests.

The measure of internal consistency chosen to estimate scale reliability was Cronbach's alpha. Nunnally (1978) notes that, for measures constructed in terms of the domain sampling model, alpha sets the upper limit of reliability. Coefficient alpha can be thought of as an indication of the correlation between a given constructed measure and hypothetical alternative form of the measure of the same length (Carmines and Zeller 1979).

Factor Analysis

Before the composite measures were constructed, each set of items was subjected to factor analysis to determine whether the assumption of unidimensionality could, in fact, be supported empirically. Factor analysis was used because no justification could be mounted for using 1.0 in the diagonal of the input correlation matrix for any of the variable sets. Also, an oblique rotation was employed because correlated factors seemed a more tenable assumption than did orthogonality.

Hiring items. For both the hiring and disciplinary item lists, the employer data were used to create the indices. Since their data constituted the standard against which the youth data would ultimately be evaluated, this appeared to be a reasonable decision. The factor results for this set of items indicated the presence of two dimensions: essentially, a positive item factor and a negative item factor. The correlation coefficient between the 2 factors was -0.082, which indicates that the factors were virtually orthogonal. As would be suspected, later reliability analysis indicated that the two variable sets identified in this analysis were not additive.

The negative item factor contained 10 items (these are starred in figure 9). The average factor loading for these 10 items was 0.492, with a low loading of 0.345. The positive item factor contained 8 items (starred twice in figure 8), and had an average loading of 0.482 and a low loading of 0.385.

Disciplinary items. The 25-item list was shown to be unidimensional. Twenty-one items correlated well with this 1 factor, with an average loading of 0.489 and a low of 0.291. These 21 items are starred in figure 9.

Self-concept items. The 14 items in this list appeared to be two-dimensional. However, one factor was significantly represented by only two variables, and subsequent reliability analysis showed it unworthy of use in the regression analysis. This six items listed in figure 11 function together as a general self-efficacy/self-image measure. This variable was labelled SELFESTM, with a trailing number to indicate the data collection period. These following 6 items had an average loading of 0.493, with a low loading of 0.328.

- I often feel awkward and out of place.
- On the whole, I am satisfied with myself.
- I often think I am no good at all.
- I usually feel that I have a lot to be proud of.
- I try to accomplish something worthwhile everyday.
- I take a positive attitude toward myself

Worker evaluation. The 9 items in section D of the employer questionnaire were all found to load on 1 common factor, with an average loading of 0.814 and low loading of 0.727. Nevertheless, these items were not combined into one overall evaluation index for substantive reasons. Items one and two were used as a separate index labeled WORKEVAL (starred once), item nine was used by itself (BSKILLS), and the other six items were used in a separate index labeled ATTEVAL (starred twice).

- Workmanship*
- Job skills*
- Attitude towards work**
- Work habits**
- Human relations**
- Personal appearance**
- Responsibility**
- Dependability**
- Basic skills (math, reading, etc.)

Reliability Analysis Results

The reliability analysis for all indices yielded alphas of acceptable magnitude. The index of negative hiring items produced an alpha of 0.782, whereas the alpha for the positive items was 0.703. The 21-item disciplinary index produced an alpha of 0.867. The 6 self-concept items yielded an alpha of 0.712. The employer evaluation items all together produced an alpha of 0.939, but as used in the analysis, the 2-item index had an alpha of 0.910 and the 6-item index a 0.924 alpha.

Final Note on Validity

The general case of content and predictive validity is construct validity. Nunnally (1978), although acknowledging the nonexistence of a universally accepted process for determining construct validity, states that there are three general steps that tend to complement each other, and--when taken together--will provide the basis upon which to make an informed judgment regarding index validity. These steps are as follow:

1. Specification of the domain of observables related to the construct
2. Determination of the extent to which observables tend to measure the same thing
3. Determination of the extent to which index scores correlate with other measures of the same construct and/or other variables in the theoretical model under study.

The extensive work that took place to isolate items to be included in the multi-item scales, as suggested by previous discussion, adequately satisfy the thrust of step one. The factor and internal consistency analyses with attendant alphas serve to satisfy step two. Lastly, correlation analysis indicated that the constructed variables did, in fact, correlate with other variables suggested as correlates by theory and in the literature, and did so in the expected direction. In consideration of this, confidence in the validity of the constructed items would appear to be justified.

CHAPTER VIII

DATA ANALYSIS AND RESULTS

Preliminary Note

The intent of this chapter is to satisfy the interests of individuals concerned with the particularistic reporting of the statistical findings. This chapter offers specific statistical results with some discussion, but no attention is given to the integration of the findings across analyses. Part 1 of this publication integrates the findings and presents study conclusions. Readers who are not familiar with multiple regression analysis or who wish only to review the conclusions drawn from analyses are referred to part 1.

Overview

This study focused upon two general questions. The first question addressed the extent to which high school curriculum could explain variations in youths' perceptions of what employers believe are important criteria relative to hiring and job discipline. An additional issue was the extent to which curriculum could account for variation in changes in perception over time. The second study question focused upon the extent to which variations in different measures of employment outcome after high school graduation and employers' evaluation of productivity and job behavior could be explained by both the curriculum and the perception variables.

Although they are primarily used as control variables, the self-esteem, locus of control, and work ethic variables are also specifically examined in the following analysis. Theory suggests that variation in these variables (as well as changes in them over time) should be explained in part by background and school factors. Therefore, in order to understand the effects these variables have on the principal study variables more completely, the variables are presented both as dependent variables and as control variables.

The presentation of the results begins with models for Time 1 variables and proceeds forward in time, examining the new information at each data collection point as well as the changes between data collection points.

Inspection of the study instruments in appendix A highlights the considerable range of information gathered over the three data collection periods.

Great effort was extended during instrument development to ensure that necessary control variables for the final analyses were incorporated into at least one of the three questionnaires. To the extent feasible, important concepts were measured at more than one point in time to enable study staff to detect inconsistencies and resolve them before the third-year analysis commenced, as well as to establish baseline data for the perception and self-concept variables.

A set of no more than 32 variables had to be defined, wherein the major variable domains identified in the literature (i.e., individual characteristics, self-concept, high school and work activities, and school and work activities since high school) were represented, whereas collinearity was minimized.* This issue had been addressed in the analysis of Time 2 data in 1982, and the findings of those prior efforts were used as a starting point in defining the control variables for the follow-up analysis. Where multiple measures of a concept were available, bivariate correlations and multiple regressions were performed in order to identify collinearity within the sets of variables and to isolate variables that were weakly correlated with the dependent variables.

If the variance of a potential control variable was almost totally explained by other control variables, and if that variable's presence in the models was not specifically indicated by theoretical underpinnings of the study, that variable was deleted. Table 28 lists the variables ultimately identified for the follow-up analysis, along with their means and standard deviations.

Models

To answer the questions posed for the final year of the study, 15 general models were defined to guide the analysis. Those models are described in the

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*Cohen and Cohen (1975) indicate that a ratio of no less than 10 cases per right-hand variable used is necessary to ensure stability of partial regressing coefficients. Therefore, the follow-up of 325 necessitated the 32-variable limitation.

TABLE 28

VARIABLES USED IN ANALYSIS

		Mean	Standard Deviation
Personal and Family Variables			
MALE	Dummy variable indicating males.	0.427	0.495
MINORITY	Dummy variable indicating nonwhite.	0.390	0.488
SES	Z-score of family socioeconomic status using index of job status and income developed from the High School and Beyond database.	0.000	1.000
Self-concept and Work Ethic Variables			
SELFESTM1	Z-score for self-esteem index as discussed in an earlier chapter (Time 1 data).	0.000	1.000
SELFESTM2	Z-score for self-esteem index at Time 2.	0.000	1.000
SELFESTM3	Z-score for self-esteem index at follow-up.	0.000	1.000
LOCOFCON1	"What happens to me is my own doing." Question asked at Time 1 (1 = never, 4 = always).	3.072	0.737
LOCOFCON2	"What happens to me is my own doing." Question asked at Time 2 (1 = never, 4 = always).	2.747	0.720
LOCOFCON3	"What happens to me is my own doing." Question asked at follow-up (1 = never, 4 = always).	3.067	0.485
WORKETHC2	"If I won a million dollars, I would continue to work." Question asked at follow-up (1 = never, 4 = always).	3.129	0.850
WORKETHC3	"If I won a million dollars, I would continue to work." Question asked at follow-up (1 = never, 4 = always).	3.175	0.993
High School Curriculum and Performance			
GPA	High school grade average at graduation. Self-report data based on four-point average.	2.713	0.639
COLPREP	College preparatory curriculum in high school. No vocational courses taken in senior year.	0.375	0.484

TABLE 28--Continued

		Mean	Standard Deviation
High School Curriculum and Performance (continued)			
ACADCOUR	Number of harder academic courses taken in the 4 years of high school, i.e., biology, physics, algebra, advanced English, and social studies other than history. Based upon self-report data.	3.698	3.370
CLASHOUR	Average hours per week spent in vocational classes in the senior year.	5.607	7.930
CLASHR2	Square term for CLASHOUR.	94.139	207.704
SITEHOUR	Average hours per week spent at a work site as part of a high school vocational program during the senior year.	6.942	10.786
SITEHR2	Square term for SITEHOUR.	164.198	340.797
COOPROG	Dummy variable for being in a cooperative vocational program during the senior year.	0.255	0.436
OTHRPROG	Dummy variable for all noncoooperative senior year vocational students.	0.267	0.443
Postsecondary Education			
POST-2ND	Number of months enrolled in school full-time during the 12 months since graduation.	4.030	4.497
High School Work Experience			
PRET1WRK	Dummy variable for having worked prior to the Time 1 data collection.	0.818	0.386
HS WKHRS	Total hours worked during the last 2 years of high school divided by 100.	2.981	2.348
HS WKHR2	Square term for HS WKHRS	14.379	20.116
Post-High School Employment Variables			
WORKWKS	Number of weeks worked between high school graduation and follow-up (maximum=52)	30.596	19.615
TENURE	Number of weeks worked at current or last job.	27.729	20.659
UNEMPMO	Months of unemployment in the last 13 months.	0.956	2.477
TURNOVER	Number of new jobs in the last 13 months.	0.701	0.827

TABLE 28--Continued

		Mean	Standard Deviation
LFTRAIN	Logarithms of the number of hours of formal training received on any job in last 13 months. Zero training hours was coded 0.01 before transformation.	-0.024	2.774
Wage Variables			
RESWAGE2	Reservation wage as reported at Time 2.	4.544	1.657
RESWAGE3	Reservation wage as reported at follow-up.	3.644	0.542
WAGE	Current of last wage.	4.084	1.062
Employer Standards Perception Variables			
NEGHIRE1	Z-score for Time 1 scale of negative items on the hiring standards scale (positive values indicate a negative evaluation).	0.000	1.000
POSHIRE1	Z-score for time 1 scale of positive items on the hiring standards scale (positive values indicate a positve evaluation).	0.000	1.000
DISCIP1	Z-score for Time 1 scale for disciplinary standards scale (positive values indicate a tougher disciplinary standard.)	0.000	1.000
NEGHIRE2	Z-score for A1 scale at Time 2.	0.000	1.000
POSHIRE2	Z-score for A2 scale at Time 2.	0.000	1.000
DISCIP2	Z-score for B scale at Time 2.	0.000	1.000
NEGHIRE3	Z-score for A1 scale at follow-up.	0.000	1.000
POSHIRE3	Z-score for A2 scale at follow-up.	0.000	1.000
DISCIP3	Z-score for B scale at follow-up.	0.000	1.000
Employer Evaluation Variables			
EMPEVAL	Average employer evaluation on items three through eight of section D.	76.863	16.263
WORKEVAL	Average employer evaluation on items one and two (performance items) of section D.	72.381	17.838
BSKILLS	Employer evaluation of basic skills item (number nine of section D).	79.957	17.243
OFMAX2WK	Second work week productivity rating's percent of employers' average 2-year productivity rating for all employers (100=same)	67.128	25.446
OFMAX	Last work week productivity rating's percent of employers' average 2-year productivity rating for all employees (100=same).	89.000	21.654

order in which the statistical results will be presented. To simplify presentation of the models, summation signs are not included and indexing is not indicated. All indexing is over the youth data set, and as indicated in the model specifications, over vectors of variables within cases. Subscripts, where present, indicate the data collection period in which a variable was measured.

Model 1

This model describes how the self-concept variables at Time 1 are related to personal characteristics, work experience, and high school curriculum. Specifications of the model are as follows:

$$Y_1 = A + aP + bHS + cHSW + u$$

where

Y = one of the two Time 1 self-concept measures
A = the intercept term
P = vector of personal and family characteristics
HS = vector of high school curriculum variables
HSW = dummy variable for work experience prior to Time 1
a,b,c = vectors of parameters
u = error term.

Model 2

This model describes how Time 2 self-concept index and perception variables are related to personal and family characteristics, high school curriculum and performance variables, and high school work experience. The model is as follows:

$$Y_2 = A + aP + cHS + dHSW + u$$

where

Y = one of the three self-concept and attitude variables
A = the intercept term
P = vector of personal and family characteristics
HS = vector of high school curriculum and performance variables
HSW = vector of high school work experience variables
a,b,c,d = vectors of parameters
u = error term.

Model 3

This model describes the change between Time 1 and Time 2 on the self-concept and attitude variables. The model is identical to model 2, except for the inclusion of the lagged dependent measures.

$Y_2 = A + aP + cHS + dHSW + eLAG_1 + u$

where

Y = one of the three self-concept/attitude variables
A = the intercept term
P = vector of personal and family characteristics
HS = vector of high school curriculum and performance variables
HSW = vector of high school work experience variables
LAG = Time 1 values for the dependent variables
a,b,c,d,e = vectors of parameters
u = error term.

Model 4

This model describes how follow-up self-concept and attitude variables are related to the same variables specified in model 2, with the addition of a vector of variables concerning post-high school work experience and education. The model is as follows:

$Y_3 = A + aP + cHS + dHSW + eCOL + fWRK + u$

where

Y = one of the three self-concept and attitude variables
A = the intercept term
P = vector of personal and family characteristics
HS = vector of high school curriculum and performance variables
HSW = vector of high school work experience variables
COL = variable indicating months of postsecondary education
WRK = vector of postsecondary work experience variables
a,b,c,d,e,f,g = vectors of parameters
u = error term.

Model 5

This model examines the variables related to change in the self-concept and attitude variables between follow-up and Time 2. This model is identical to that detailed under model 4, except that the Time 2 lag values for the dependent variables are included on the right side. Because of the similarity to Model 4, this model will not be detailed.

Model 6

This model describes how youth's Time 1 perceptions of employer hiring and disciplinary standards are related to personal and family characteristics, self-concept and attitude variables, high school curriculum, and high school work experience. The positive and negative item indices were derived from the list of hiring standards items, and the disciplinary index was derived from the disciplinary standards items. Specification of the model is as follows:

$$Y_1 = A + aP + bSC_1 + cHS + dHSW + u$$

where

Y = one of the three Time 1 perception indexes
A = the intercept term
P = vector of personal and family characteristics
SC = vector of self-concept and attitude variables
HS = vector of high school curriculum variables
HSW = dummy variable for work experience prior to Time 1
a,b,c,d = vectors of parameters
u = error term.

Model 7

The seventh model describes how youth's Time 2 perceptions of employer hiring and disciplinary standards are related to personal and family characteristics, self-concept and attitude variables, high school curriculum and performance variables, and high school work experience. As for model 6, this model was used to generate estimates for all three constructed indices. The model is as follows:

$Y_2 = A + aP + bSC_2 + cHS + dHSW + u$

where

Y = one of the three Time 2 perception indexes

A = the intercept term

P = vector of personal and family characteristics

SC = vector of self-concept and attitude variables

HS = vector of high school curriculum variables

HSW = vector of high school work experience variables

a,b,c,d = vectors of parameters

u = error term.

Model 8

The change between Time 2 and Time 1 in the perception indices is examined by this model. This model is identical in specification to model 7, with the exception that the Time 1 lag value for the perception variables is included on the right side. Owing to the similarity with model 7, model 8 will not be listed.

Model 9

This model addresses the follow-up perception scores. Model specification is identical to that of model 7, except for the addition of a variable indicating the number of months of postsecondary education and a set of variables that measure aspects of work experience since high school. The model is as follows:

$Y_3 = A + aP + bSC_3 + dHS + eCOL + fWRK + u$

where

Y = one of the three follow-up perception indexes

A = the intercept term

P = vector of personal and family characteristics

HS = vector of high school curriculum and performance variables

HSW = vector of high school work experience variables

COL = variable for postsecondary education months

WRK = vector of postsecondary work experience variables

a,b,c,d,e,f = vectors of parameters

u = error term.

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Model 10

This model examines the change between follow-up and Time 2 in the perception indices. The model is identical to model 9, except for the inclusion of the Time 2 lag on the perception indices. This model will not be illustrated.

Model 11a

This model examines how reservation wage as reported at Time 2 is related to the variables and sets of variables discussed thus far. Additionally, the perception variables as assessed at Time 2 are included on the right side. The model is as follows:

$$Y_2 = A + aP + bSC_2 + cHS + dHSW + eCOL + fWRK + gPER_2 + u$$

where

Y	= reservation wage at Time 2
A	= the intercept term
P	= vector of personal and family characteristics
SC	= vector of self-concept and attitude variables
HS	= vector of high school curriculum and performance variables
HSW	= vector of high school work experience variables
COL	= variable indicating months of postsecondary education
WRK	= vector of postsecondary work experience variables
a,b,c,d,e,f,g	= vectors of parameters
u	= error term.

Model 11b

This model examines how reservation wage as reported at follow-up is related to the variables and sets of variables discussed in model 11a. However, the follow-up perception variables are entered rather than the Time 2 variables. The model is as follows:

$Y_3 = A + aP + cHS + dHSW + eCOL + fWRK + gPER_3 + u$

where

Y = reservation wage at follow-up

A = the intercept term

P = vector of personal and family characteristics

SC = vector of self-concept and attitude variables

HS = vector of high school curriculum and performance variables

HSW = vector of high school work experience variables

COL = variable indicating months of postsecondary education

WRK = vector of postsecondary work experience variables

a,b,c,d,e,f,g = vectors of parameters

u = error term.

Model 11c

This model is identical to Model 11a except that the reservation wage as measured at Time 2 is included as a control variable. Thus this model assesses the change in reservation wage between follow-up and Time 2. The model is as follows:

$Y_3 = A + aP + bSC_3 + cHS + dHSW + eCOL + fWRK + gPER_3 + hRW2_2 + u$

where

Y = reservation wage at follow-up

A = the intercept term

P = vector of personal and family characteristics

SC = vector of self-concept

HS = vector of high school curriculum and performance variables

HSW = vector of high school work experience variables

COL = variable indicating months of postsecondary education

WRK = vector of postsecondary work experience variables

PER = vector of follow-up perception variables

RW2 = reservation wage reported at Time 2

a,b,c,d,e,f,g,h = vectors of parameters

u = error term.

Model 12

This model describes how four measures of employment outcome at follow-up are related to the variables as entered in previous models. The model is as follows:

$$Y_3 = A + aP + bSC_2 + cHS + dHSW + eCOL + fWRK + gPER_3 + hRW2_2 + u$$

where

Y	= one of the four employment outcome measures
A	= the intercept term
P	= vector of personal and family characteristics
SC	= vector of self-concept and attitude variables
HS	= vector of high school curriculum and performance variables
HSW	= vector of high school work experience variables
COL	= variable indicating months of postsecondary education
WRK	= vector of postsecondary work experience variables
PER	= vect of Time 2 perception variables
RW2	= reservation wage reported at Time 2
a,b,c,d,e,f,g,h	= vectors of parameters
u	= error term.

Model 13

This model describes how three employer evaluation measures at follow-up are related to the variables as entered in previous models. The model is as follows:

$$Y = A + aP + bSC_3 + cHS + dHSW + eCOL + fWRK + gPER_3 + hRWe_3 + u$$

where

Y	= one of the three employer evaluation variables
A	= the intercept term
P	= vector of personal and family characteristics
SC	= vector of self-concept and attitude variables
HS	= vector of high school curriculum and performance variables
HSW	= vector of high school work experience variables
COL	= variable indicting months of postsecondary education
WRK	= vector of postsecondary work experience variables
PER	= vector of follow-up perception variables
RW3	= reservation wage reported at time follow-up
a,b,c,d,e,f,g,h	= vectors of parameters
u	= error term.

Model 14a

This model describes how the employers' 2-week productivity rating at follow-up is related to the variables as entered in previous models. The model is as follows:

$$Y = A + aP + bSC_3 + cHS + dHSW + eCOL + fWRK + gPER_2 + hRW2_2 + u$$

where

Y	= productivity rating at second week of work
A	= the intercept term
P	= vector of personal and family characteristics
SC	= vector of self-concept and attitude variables
HS	= vector of high school curriculum and performance variables
HSW	= vector of high school work experience variables
COL	= variable indicting months of postsecondary education
WRK	= vector of postsecondary work experience variables
PER	= vector of Time 2 perception variables
RW2	= reservation wage reported at Time 2
a,b,c,d,e,f,g,h	= vectors of parameters
u	= error term.

Model 14b

This model describes how the employers' 6-month productivity rating at follow-up is related to the variables as entered in previous models. This model is identical to model 14a, except that follow-up measures are used rather than Time 2 measures. The model will not be illustrated.

Model 15a

This model examines the relationship between wage at follow-up and the variables used in the various models presented thus far. The model is as follows:

$$Y_3 = A + aP + bSC_3\ cHS + dHSW + eCOL + fWRK + gPER_3 + u$$

where

Y	= wage at follow-up
A	= the intercept term
P	= vector of personal and family characteristics
SC	= vector of self-concept and attitude variables
HS	= vector of high school curriculum and performance variables
HSW	= vector of high school work experience variables
COL	= variable indicating months of postsecondary education
WRK	= vector of postsecondary work experience variables
RW2	= reservation wage reported at follow-up
PER	= vector of follow-up perception variables
DIF	= youth-employer data on perception indices
a,b,c,d,e,f,g,h,i	= vectors of parameters
u	= error term.

Model 15b

This model examines the relationship between wage at follow-up, three different employer evaluation measures, one explicit employer measure of productivity (all of which were reported by employers), and the variables used in the various models presented thus far. In that the model is identical to model 15a, except for the addition of the employer evaluation items, if will not be illustrated.

Results

Model 1

The results of the two regressions for the Time 1 self-concept variables are presented in table 29. Both MINORITY and a college preparatory curriculum (COLPREP) were associated with higher self-esteem. The significant negative coefficient for COOPPROG on locus of control indicates less internal control for that particular group.

TABLE 29

ESTIMATES FOR TIME ONE SELF-CONCEPT VARIABLES

Independent Variables	Dependent Variable: Estimates for SELFESTM1		Estimates for LOCOFCONI	
INTERCEPT	-0.258	(-1.67)*	3.124	(26.97)***
MALE	-0.005	(-0.04)	-0.074	(-0.88)
MINORITY	-0.258	(2.26)**	0.084	(0.99)
SES	-0.031	(-0.56)	0.011	(0.26)
COLPREP	0.319	(2.66)***	0.102	(1.14)
COOPPROG	-0.167	(-1.22)	-0.184	(-1.79)*
OTHRPROG	0.128	(0.94)	0.085	(0.86)
PRET1WRK	0.059	(0.40)	-0.084	(-0.78)

* $p <= .100$
** $p <= .050$
*** $p <= .010$
**** $p <= .001$

Model 2

The results of the three regressions for the self-concept and attitude variables as measured at Time 2 are presented in table 30. The curvilinear effect of SITEHOUR on the self-concept index was positive until 16 hours and diminished in positiveness thereafter. For high school work hours, the effect is negative until 277 hours, but turns positive after 600 hours, which indicates positive effects after an average of 5.77 hours of work per week over the 104-week period to which the count applies. For the internal-external locus of control measure (LOCOFCON2), MINORITY was associated with less internal control. Being in a noncooperative vocational program was associated with an increased adherence to the work ethic (WORKETHC2).

TABLE 30

ESTIMATES FOR TIME TWO SELF-CONCEPT VARIABLES

Independent Variables	Dependent Variables: Estimates for SELFESTM2		Estimates for LOCOFCON2		Estimates for WORKETHC2	
INTERCEPT	-0.281	(-0.99)	3.000	(14.30)****	3.267	(13.90)****
MALE	-0.034	(-0.30)	0.043	(0.52)	-0.129	(-1.30)
MINORITY	0.177	(1.51)	-0.163	(-1.88)*	0.092	(0.89)
SES	-0.092	(-1.66)*	0.015	(0.39)	-0.00	(-0.13)
GPA	0.089	(0.98)	-0.054	(-0.81)	-0.050	(-0.64)
COLPREP	0.213	(1.44)	0.115	(1.05)	0.022	(0.17)
ACADCOUR	-0.016	(-0.78)	0.006	(0.39)	.0005	(0.02)
CLASHOUR	-0.027	(-1.16)	0.004	(0.25)	-0.027	(-1.29)
CLASHR2	.0001	(0.17)	- .0001	(-0.23)	.0009	(1.49)
SITEHOUR	0.032	(1.54)	-0.012	(-0.79)	-0.020	(-1.09)
SITEHR2	-0.001	(-2.38)**	.0005	(1.22)	.0005	(1.04)
COOPPROG	0.358	(1.25)	-0.208	(-0.98)	0.329	(1.31)
OTHRPROG	0.155	(0.73)	-0.024	(-0.15)	0.371	(1.99)**
HS WKHRS	-0.100	(-1.43)	-0.063	(-1.22)	-0.059	(-0.97)
HS WKHR2	0.018	(2.28)**	0.008	(1.36)	0.009	(1.23)

NOTE: Numbers in parentheses are t-values.

* $p <= .100$
** $p <= .050$
*** $p <= .010$
**** $p <= .001$

Model 3

Regressions for change between Time 1 and Time 2 on the self-concept variables are presented in table 31. For the self-esteem index, lower socio-economic status (SES), a more internal locus of control as measured at Time 1, and working more hours while in high school were all associated with greater positive changes in self-esteem, as was the number of vocational work site hours per week. The number of hours worked while in high school affected change identically to its effect upon the Time 2 score itself. MINORITY was associated with a tendency toward less internal control, whereas positive changes in self-esteem tended to have the opposite effect.

TABLE 31

ESTIMATES FOR TIME TWO SELF-CONCEPT VARIABLES WITH LAG

Independent Variables	Dependent Variables: Estimates for SELFESTM2		Estimates for LOCOFCON2		Estimates for WORKETHC2	
INTERCEPT	-0.482	(-1.33)	3.135	(10.98)****	3.385	(9.92)****
MALE	-0.034	(-0.32)	0.038	(0.46)	-0.132	(-1.33)
MINORITY	0.178	(0.70)	-0.183	(-2.10)**	0.090	(0.86)
SES	-0.088	(-1.70)*	0.018	(0.44)	-0.056	(-0.11)
SELFESTM1	0.302	(5.11)****	0.083	(1.79)*	0.023	(0.41)
LOCOFCON1	0.149	(1.89)*	-0.026	(-0.42)	-0.035	(-0.48)
GPA	0.018	(0.21)	-0.068	(-1.02)	-0.052	(-0.65)
COLPREP	0.141	((1.02)	0.098	(0.90)	0.019	(0.14)
ACADCOUR	-0.019	(-0.96)	0.005	(0.34)	.0004	(0.01)
CLASHOUR	-0.018	(-0.83)	0.006	(0.33)	-0.027	(-1.29)
CLASHR2	.0001	(0.11)	- .0002	(-0.29)	.0001	(1.48)
SITEHOUR	0.023	(1.15)	-0.013	(-0.87)	-0.020	(-1.07)
SITEHR2	-0.001	(-2.02)**	.0005	(1.31)	.0005	(1.03)
COOPPROG	0.425	(1.59)	-0.207	(-0.98)	0.322	(1.27)
OTHRPROG	0.069	(0.35)	-0.041	(-0.26)	0.370	(1.97)**
HS WKHRS	-0.104	(-1.60)	-0.061	(-1.20)	-0.058	(-0.95)
HS WKHR2	0.019	(2.62)***	0.008	(1.36)	0.009	(1.20)
R-square	0.222****		0.060		0.038	

NOTE: Numbers in parentheses are t-values.

* $p <= .100$
** $p <= .050$
*** $p <= .010$
**** $p <= .001$

There was no Time 1 measure for the work ethic question, so the model presented for WORKETHC2 is identical to model 2, except for the addition of the two Time 1 self-concept measures. As for model 2, the noncooperative vocation programs were associated with greater professed allegiance to the work ethic.

Model 4

The three equations presented in table 32 are similar to those in model 2, except that the dependent variables are follow-up measures. The effect of SITEHOUR on the self-concept index was increasingly positive until 9.8 hours

per week, at which point diminishing returns were realized. The effect of high schcol work hours was negative, turning at 550 hours, and ultimately turning positive at about 1,200 hours (average of 11.54 hours per week over the 104-week period covered). Both the weeks worked and the months enrolled in school since high school were positively associated with self-concept. The internal-external locus of control variable was positively related to the number of weeks worked since high school. The model did not explain variation for the work ethic variables.

TABLE 32

ESTIMATES FOR FOLLOW-UP SELF-CONCEPT VARIABLES

Independent Variables	Dependent Variables: Estimates for SELFESTM3		Estimates for LOCOFCON3		Estimates for WORKETHC3	
INTERCEPT	-0.444	(-1.60)	3.091	(21.13)****	2.856	(9.58)****
MALE	0.099	(-0.32)	0.038	(0.46)	-0.132	(-1.33)
MINORITY	0.315	(2.80)***	0.004	(0.04)**	0.116	(0.96)
SES	.0006	(0.01)	0.021	(0.76)	-0.021	(-0.37)
GPA	0.047	(0.54)	-0.064	(-1.39)	0.065	(0.68)
COLPREP	0.103	(0.69)	0.002	(0.02)	0.049	(0.31)
ACADCOUR	-0.038	(-1.86)*	0.016	(1.53)	-0.0134	(-0.58)
CLASHOUR	0.015	(0.69)	-0.004	(-0.35)	-0.012	(-0.48)
CLASHR2	-0.001	(-1.72)	.0001	(0.32)	- .0031	(-0.40)
SITEHOUR	0.039	(1.93)*	-0.016	(1.51)	-0.009	(-0.43)
SITEHR2	-0.002	(-3.16)***	- .0003	(-1.14)	- .0001	(-0.11)
COOPPROG	0.173	(0.63)	-0.068	(-0.47)	0.332	(1.13)
OTHRPROG	-0.017	(-0.08)	-0.027	(-0.25)	0.356	(1.62)
POST 2ND	0.055	(3.88)****	0.005	(0.60)	0.022	(1.44)
HS WKHRS	-0.165	(-2.35)**	-0.044	(-1.19)	-0.079	(-1.04)
HS WKHR2	0.015	(1.97)**	0.005	(1.31)	0.012	(1.49)
WORKWKS	0.009	(2.81)***	0.003	(1.84)*	0.003	(0.96)
LFTRAIN	-0.017	(-0.86)	- .0004	(-0.03)	-0.006	(-0.29)
R-square	0.195****		0.048		0.054	

NOTE: Numbers in parentheses are t-values.

* $p <= .100$
** $p <= .050$
*** $p <= .010$
**** $p <= .001$

Model 5

The regressions for change between follow-up and Time 2 on the self-concept index and attitude variables are presented in table 33. A number of variables accounted for positive change in self-esteem. MINORITY and having a more internal locus on control accounted for positive change. Higher values for educational variables, the number of both vocational classroom and work site hours, and the number of months of postsecondary education also accounted for positive change. Although the number of hours worked in high school was weakly associated with negative change, the number of weeks worked between high school graduation and follow-up had a highly significant effect on positive change.

Change toward a more internal locus of control was affected by (1) higher self-esteem, (2) having taken greater numbers of advanced academic courses in high school, and (3) having worked more since high school graduation. Having a more internal locus of control was associated with change toward greater acknowledgment of the work ethic, and was the only variable demonstrating a significant effect on change in work ethic.

Model 6

The results of the three separate regressions for Time 1 perception indices are presented in table 34. For the negative item index, only the estimate for MINORITY was statistically significant, with minority group members being 0.28 standard deviation points below whites. This indicates that behaviors that might negatively affect a hiring decision were not perceived to be as important by minorities as by whites. The positive item index reveals a similar finding, but for males. For the disciplinary standards index, the socioeconomic status index (SES and both vocational program dummies were associated with a less stringent view of employer disciplinary standards. Although all of the models were statistically significant, the r-squares indicate that only a small amount of variance was explained by the three regressions.

TABLE 33

ESTIMATES FOR FOLLOW-UP SELF-CONCEPT VARIABLES WITH LAG

Independent Variables	Dependent Variables: Estimates for SELFESTM3		Estimates for LOCOFCON3		Estimates for WORKETHC3	
INTERCEPT	-0.514	(-1.40)	2.725	(13.11)*****	3.371	(3.31)****
MALE	0.101	(1.03)	0.019	(0.35)	- .0005	(-0.00)
MINORITY	0.274	(2.65)***	0.001	(0.01)	0.105	(0.90)
SES	-0.030	(0.63)	0.026	(0.95)	-0.266	(-0.47)
SELFESTM2	0.387	(7.79)****	0.084	(2.98)***	0.006	(0.10)
LOCOFCON2	0.122	(1.83)*	0.097	(2.57)**	0.139	(1.83)*
WORKETHC2	-0.056	(-0.99)	0.031	(0.97)	0.336	(5.24)****
GPA	0.031	(0.39)	-0.063	(-1.39)	0.085	(0.93)
COLPREP	0.044	(0.32)	-0.014	(-0.18)	0.052	(0.34)
ACADCOUR	-0.029	(-1.55)	0.018	(1.71)*	-0.0134	(-0.64)
CLASHOUR	0.022	(1.09)	-0.003	(-0.22)	-0.007	(-0.27)
CLASHR2	-0.001	(-1.76)*	.0001	(0.34)	- .0005	(-0.70)
SITEHOUR	0.028	(1.53)	0.015	(1.48)	-0.005	(-0.05)
SITEHR2	-0.001	(-2.52)**	- .0003	(-1.00)	- .0003	(-0.51)
COOPPROG	0.060	(0.24)	-0.090	(-0.63)	0.255	(0.90)
OTHRPROG	-0.042	(-0.23)	-0.044	(-0.42)	0.245	(1.16)
POST 2ND	0.042	(3.24)***	0.001	(0.16)	0.018	(1.26)
HS WKHRS	-0.119	(-1.85)*	-0.031	(-0.85)	-0.067	(-0.93)
HS WKHR2	0.008	(1.07)	0.003	(0.78)	0.010	(1.26)
WORKWKS	0.008	(2.76)***	0.003	(1.88)*	0.004	(1.18)
LFTRAIN	-0.015	(-0.87)	0.004	(0.35)	0.014	(0.68
R-square	0.338****		0.100**		0.143****	

NOTE: Numbers in parentheses are t-values.

* $p <= .100$
** $p <= .050$
*** $p <= .010$
**** $p <= .001$

TABLE 34

ESTIMATES FOR TIME 1 PERCEPTION VARIABLES

Independent Variables	Dependent Variables: Estimates for NEGHIRE1		Estimates for POSHIRE1		Estimates for DISCIP1	
INTERCEPT	-0.262	(-0.82)	0.060	(0.19)	0.098	(0.31)
MALE	-0.055	(-0.49)	-0.303	(-2.70)***	-0.100	(-0.89)
MINORITY	-0.280	(-2.40)**	-0.126	(-1.08)	0.181	(1.57)
SES	0.005	(0.09)	-0.024	(-0.44)	-0.093	(-1.69)*
SELFESTM1	0.051	(0.80)	0.122	(1.92)*	-0.058	(-0.91)
LOCOFCON1	0.083	(0.97)	-0.018	(-0.21)	0.069	(0.82)
COLPREP	0.125	(1.02)	0.151	(1.24)	-0.009	(-0.07)
COOPPROG	-0.174	(-1.24)	0.198	(1.42)	-0.376	(-2.72)***
OTHRPROG	-0.104	(-0.75)	0.155	(1.13)	-0.248	(-1.82)*
PRET1WRK	0.199	(1.35)	0.030	(0.20)	-0.213	(-1.47)
R-square	0.045*		0.052**		0.061**	

NOTE: Numbers in parentheses are t-values.

* $p <= .100$
** $p <= .050$
*** $p <= .010$
**** $p <= .001$

Model 7

The results of these three regressions for Time 2 perception indices are presented in table 35. For the negative item index, the effects of MINORITY was similar to the Time 1 effect. Higher SES, having a higher grade average, and having a college preparatory curriculum were all associated with seeing negative behaviors as having a detrimental effect on hiring decisions. The GPA effect was particularly strong, indicating that the difference between a 2.0 and 4.0 average was almost 0.8 units of standard deviation in the index. The r-square for this variable was statistically significant, indicating that almost 20 percent of its variance was explained by the model. For the positive item index, both MINORITY and having a more internal locus of control were associated with believing positive behaviors have a positive effect on hiring decisions. For the disciplinary items index, having a more internal locus of control was the only significant variable, being associated with perceptions of more stringent disciplinary standards.

TABLE 35

ESTIMATES FOR TIME 2 PERCEPTION VARIABLES

Independent Variables	Dependent Variables: Estimates for NEGHIRE2		Estimates for POSHIRE2		Estimates for DISCIP2	
INTERCEPT	-1.348	(-3.40)****	-1.080	(-2.53)**	-0.471	(-1.10)
MALE	-0.087	(-0.81)	-0.100	(-0.87)	0.034	(0.29)
MINORITY	-0.197	(-1.74)*	0.210	(1.72)	0.149	(1.23)
SES	0.105	(1.99)**	-0.052	(-0.91)	0.084	(1.48)
SELFESTM2	0.022	(0.42)	0.046	(0.80)	-.0001	(-0.00)
LOCOFCON2	0.049	(0.67)	0.146	(1.85)*	0.135	(1.71)
WORKETHC2	-0.009	(-0.15)	0.028	(0.43)	0.029	(0.44)
GPA	0.396	(4.59)****	0.106	(1.14)	0.104	(1.12)
COLPREP	0.281	(1.99)**	-0.006	(-0.04)	-0.130	(-0.86)
ACADCOUR	0.032	(1.57)	0.004	(0.18)	0.002	(0.09)
CLASHOUR	0.012	(0.55)	0.018	(0.76)	-0.009	(-0.38)
CLASHR2	-.0001	(-0.18)	-.0005	(-0.70)	.0001	(0.16)
SITEHOUR	-0.027	(-1.33)	-0.024	(-1.11)	0.003	(0.11)
SITEHR2	.0005	(1.11)	.0003	(0.57)	.0001	(0.15)
COOPPROG	0.158	(0.57)	0.359	(1.22)	-0.157	(-0.53)
OTHRPROG	0.063	(0.31)	0.247	(1.13)	-0.079	(-0.36)
HS WKHRS	0.047	(0.70)	0.080	(1.11)	-0.105	(-1.46)
HS WKHR2	-0.007	(-0.96)	-0.006	(-0.72)	0.005	(0.62)
R-square	0.187****		0.057		0.056	

NOTE: Numbers in parentheses are t-values.

* $p <= .100$
** $p <= .050$
*** $p <= .010$
**** $p <= .001$

Model 8

Table 36 presents results of three separate regressions that examine the change in the perception variables between Time 2 and Time 1. All variables that attained statistical significance were associated with positive change in the dependent variables. Again, the effect of GPA, particularly if evaluated in conjunction with ACADCOUR, was notably large for the negative hiring item index.

TABLE 36

ESTIMATES FOR TIME TWO PERCEPTION VARIABLES WITH LAG

Independent Variables	Dependent Variables: Estimates for NEGHIRE2		Estimates for POSHIRE2		Estimates for DISCIP2	
INTERCEPT	-1.229	(-3.14)***	-0.957	(-2.31)**	-0.510	(-1.24)
MALE	-0.053	(-0.50)	-0.019	(-0.17)	0.084	(0.75)
MINORITY	-0.154	(-1.37)	0.224	(1.89)*	0.112	(0.95)
SES	0.109	(2.10)**	-0.035	(-0.64)	0.109	(2.00)**
SELFESTM2	0.026	(0.50)	0.062	(1.10)	0.015	(0.27)
LOCOFCON2	0.067	(0.94)	0.166	(2.18)**	0.151	(1.99)**
WORKETHC2	-0.009	(-0.14)	0.040	(0.63)	0.019	(0.30)
GPA	0.339	(3.94)****	0.037	(0.40)	0.091	(1.00)
COLPREP	0.269	(1.93)*	-0.036	(-0.25)	-0.150	(-1.02)
ACADCOUR	0.028	(1.40)	0.004	(0.18)	0.008	(0.38)
CLASHOUR	0.012	(0.55)	0.010	(0.46)	-0.012	(-0.54)
CLASHR2	.00001	(0.01)	-.0002	(-0.21)	.0003	(0.41)
SITEHOUR	-0.020	(-1.03)	-0.017	(-0.84)	-0.004	(-0.20)
SITEHR2	.0004	(0.81)	.0002	(0.35)	.0003	(0.54)
COOPPROG	0.108	(0.40)	0.327	(1.14)	-0.003	(-0.01)
OTHRPROG	0.009	(0.04)	0.217	(1.02)	0.021	(0.10)
HS WKHRS	0.029	(0.44)	0.047	(0.68)	-0.114	(-1.65)
HS WKHR2	-0.006	(-0.77)	-0.003	(-0.39)	0.007	(0.82)
NEGHIRE1	0.152	(2.88)***	0.070	(1.25)	0.033	(0.59)
POSHIRE1	0.117	(2.18)**	0.250	(4.42)****	0.051	(0.92)
DISCIP1	0.002	(0.04)	0.073	(1.31)	0.282	(5.06)****
R-square	0.223****		0.132***		0.140****	

NOTE: Numbers in parentheses are t-values.

* $p <= .100$
** $p <= .050$
*** $p <= .010$
**** $p <= .001$

Model 9

The perception indices at follow-up are examined in the three regressions presented in table 37. For the negative item index, both being male and work site vocational hours were related to seeing negative behaviors as less important to hiring decisions. Even when the significant square term for SITEHOUR is included, the net effect of the work site variable is still negative. The curve does not turn in a positive direction until 25 hours per week, hence it never ceases to have a negative effect, given the range of variation for SITEHOUR. Having a positive self-concept, a higher grade point average, having taken more difficult academic courses, and having worked more weeks since high school graduation, were all associated with seeing negative behaviors as having a more negative effect on hiring. The total model accounted for almost 20 percent of the variance.

The results for the positive item index show relatively weak positive effects for the self-concept variable and grade point average. The negative coefficient for the square of vocational classroom hours, when evaluated with the CLASHOUR, indicates that the effect did not turn in a negative direction until over 9.5 hours, and did not actually become negative until 20 hours. This is beyond the upper limit for the number of vocational class hours that can be taken in a week, so the effect realized is one of diminishing returns.

Having a more positive self-concept was also positively related to having tougher views of employer disciplinary standards at follow-up. However, both the number of vocational classroom hours and the number of weeks worked since graduation were negatively related, indicating that as the number of vocational classroom hours increased and as the number of weeks worked increased, individuals tended to see disciplinary standards as progressively less harsh.

Model 10

Similar to model 8, the three regressions presented in table 38 examine change in perception between follow-up and Time 2. For the negative item index, a more positive self-concept, having higher grades, and the number of weeks worked since high school were related to viewing negative behaviors as having a more negative effect on hiring. The effect of vocational work site hours was related to the opposite change. For the positive item index, higher

TABLE 37

ESTIMATES FOR FOLLOW-UP PERCEPTION VARIABLES

Independent Variables	Dependent Variables: Estimates for NEGHIRE3		Estimates for POSHIRE3		Estimates for DISCIP3	
INTERCEPT	-1.214	(-2.63)***	-0.237	(-0.47)	0.506	(1.04)
MALE	-0.201	(-1.86)*	-0.095	(-0.82)	-0.147	(-1.29)
MINORITY	-0.168	(-1.47)	-0.057	(-0.46)	0.157	(1.31)
SES	0.034	(0.64)	-0.048	(-0.84)	-0.005	(-0.09)
SELFESTM3	0.178	(3.00)***	0.118	(1.86)*	0.123	(1.97)**
LOCOFCON3	0.044	(0.39)	-0.050	(-0.41)	-0.030	(-0.25)
WORKETHC3	0.041	(0.76)	-0.026	(-0.44)	-0.008	(-0.13)
GPA	0.316	(3.57)****	0.219	(2.30)**	0.021	(0.23)
COLPREP	0.034	(0.23)	0.071	(0.44)	0.022	(0.14)
ACADCOUR	0.039	(1.87)*	0.003	(0.12)	-0.011	(-0.50)
CLASHOUR	0.027	(1.17)	0.038	(1.56)	-0.043	(-1.79)*
CLASHR2	-.0006	(-0.85)	-0.002	(-1.94)*	0.001	(1.49)
SITEHOUR	-0.050	(-2.46)**	-0.029	(-1.32)	-0.014	(-0.65)
SITEHR2	0.001	(2.47)**	.0009	(1.52)	.0003	(0.62)
COOPPROG	0.197	(0.71)	0.105	(0.35)	0.354	(1.22)
OTHRPROG	0.079	(0.38)	0.064	(0.29)	0.307	(1.42)
POST 2ND	0.010	(0.71)	-0.002	(-0.17)	-0.007	(-0.43)
HS WKHRS	-0.046	(-0.65)	-0.098	(-1.28)	-0.061	(-0.82)
HS WKHR2	-0.002	(-0.27)	0.010	(1.23)	0.009	(1.13)
WORKWKS	0.006	(1.92)*	-.0001	(-0.01)	-0.010	(-3.33)****
LFTRAIN	.0004	(0.02)	0.002	(0.10)	-0.008	(-0.36)
R-square	0.195****		0.070		0.109**	

NOTE: Numbers in parentheses are t-values.

* $p <= .100$
** $p <= .050$
*** $p <= .010$
**** $p <= .001$

TABLE 38

ESTIMATES FOR FOLLOW-UP PERCEPTION VARIABLES WITH LAG

Independent Variables	Dependent Variables: Estimates for NEGHIRE3		Estimates for POSHIRE3		Estimates for DISCIP3	
INTERCEPT	-0.719	(-1.63)	0.434	(0.96)	0.398	(0.90)
MALE	-0.169	(-1.68)*	-0.028	(-0.27)	-0.179	(-1.78)*
MINORITY	-0.117	(-1.08)	-0.093	(-0.84)	0.101	(0.94)
SES	-0.007	(-0.14)	-0.038	(-0.73)	-0.045	(-0.89)
SELFESTM3	0.156	(2.84)***	0.086	(1.53)	0.132	(2.40)**
LOCOFCON3	0.006	(0.05)	-0.171	(-1.60)	0.008	(0.07)
WORKETHC3	0.046	(0.91)	0.003	(0.05)	-0.018	(-0.35)
GPA	0.180	(2.13)**	0.098	(1.13)	-0.043	(-0.51)
COLPREP	-0.015	(-0.11)	0.003	(0.01)	0.094	(0.67)
ACADCOUR	0.031	(1.62)	-0.002	(-0.09)	-0.013	(-0.69)
CLASHOUR	0.021	(1.00)	0.029	(1.34)	-0.046	(-2.18)**
CLASHR2	-.0005	(-0.78)	-0.001	(-1.86)*	0.001	(1.90)
SITEHOUR	-0.038	(-1.97)**	-0.010	(-0.50)	-0.015	(-0.77)
SITEHR2	0.001	(2.03)**	.0005	(0.99)	.0003	(0.58)
COOPPROG	0.145	(0.56)	-0.063	(-0.24)	0.462	(1.80)*
OTHRPROG	0.071	(0.37)	-0.051	(-0.26)	0.381	(1.99)**
POST 2ND	.0009	(0.06)	-0.001	(-0.06)	-0.008	(-0.60)
HS WKHRS	-0.052	(-0.79)	-0.137	(-2.03)**	-0.043	(-0.65)
HS WKHR2	-.0003	(-0.03)	0.013	(1.81)*	0.009	(1.28)
WORKWKS	0.007	(2.22)**	0.002	(0.65)	-0.006	(-2.11)**
LFTRAIN	-0.005	(-0.28)	-0.013	(-0.69)	-0.004	(-0.20)
NEGHIRE2	0.324	(5.84)****	0.177	(3.13)***	0.018	(0.33)
POSHIRE2	0.041	(0.81)	0.414	(7.99)****	0.011	(0.23)
DISCIP2	0.137	(2.69)***	0.053	(1.02)	0.470	(9.26)****
R-square	0.312****		0.282****		0.314****	

NOTE: Numbers in parentheses are t-values.

* $p <= .100$
** $p <= .050$
*** $p <= .010$
**** $p <= .001$

numbers of vocational class hours were associated with change towards viewing positive behaviors as having a more beneficial effect upon hiring decisions, whereas the more hours worked in high school had the opposite effect. The curvilinear effect of CLASHOUR did not turn until 14.5 class hours per week, so that the effect on change would always be positive.

For the disciplinary item index, being male, vocational classroom hours, and the number of weeks worked since high school were all associated with change towards perceiving disciplinary standards as less stringent. Having a more positive self-concept and being in either of the vocational program groups was associated with the opposite effect.

Model 11

Table 39 presents the results of the regressions for reservation wage as reported at Time 2 and follow-up, as well as the change between time periods. Having less stated allegiance to the work ethic was significantly associated with a higher reservation wage at Time 2. For both the reservation wage at follow-up and the change, weeks worked since high school and the log of the number of formal on-the-job training hours, and as well as perceiving negative behaviors as having negative effects on hiring decisions, were related to having a higher reported reservation wage.

Model 12

The regressions for four employment outcome measures are presented in table 40. Both OTHRPROG and the number of months of postsecondary education were related to having worked fewer weeks between high school graduation and follow-up. Both CLASHOUR and HS WKHRS were also positively related, although their square terms were negative. Even though the square terms were negatively related, the effects did not turn within the possible range of variation for CLASHOUR, and for HSWHKRS the effect did not become negative until the upper end of the range of variation. Also, rating the negative hiring items as having a more negative effect and having a less stringent view of employer disciplinary standards were associated with greater numbers of weeks worked.

TABLE 39

ESTIMATES FOR RESERVATION WAGE AT TIME TWO AND FOLLOW-UP

Independent Variables	Dependent Variables: Estimates for RESWAGE2		Estimates for RESWAGE3		Estimates for RESWAGE3	
INTERCEPT	4.809	(6.80)****	3.538	(13.86)****	3.263	(13.76)****
MALE	0.167	(0.87)	-0.079	(-1.36)	-0.079	(-1.36)
MINORITY	-0.156	(-0.76)	0.020	(0.32)	0.038	(0.61)
SES	-0.067	(-0.71)	-0.027	(-0.95)	-0.024	(-0.84)
SELFESTM2	0.060	(0.62)	0.038	(1.18)	0.004	(0.12)
LOCOFCON2	0.064	(0.49)	-0.040	(-0.66)	0.003	(0.08)
WORKETHC2	-0.306	(-2.79)***	-0.012	(-0.41)	-0.008	(-0.22)
GPA	0.045	(0.29)	0.021	(0.44)	0.026	(0.53)
COLPREP	0.160	(0.64)	-0.086	(-1.07)	-0.096	(-1.20)
ACADCOUR	0.053	(1.48)	-0.007	(-0.59)	-0.009	(-0.82)
CLASHOUR	0.022	(0.56)	.0008	(0.07)	.0008	(0.07)
CLASHR2	.00004	(0.03)	-.0001	(-0.26)	-.0001	(-0.36)
SITEHOUR	0.023	(0.65)	-0.007	(-0.65)	-0.007	(-0.65)
SITEHR2	-.0001	(-0.19)	.0003	(1.12)	.0002	(1.01)
COOPPROG	-0.674	(-1.37)	0.149	(1.00)	0.178	(1.18)
OTHRPROG	-0.457	(-1.25)	0.115	(1.04)	0.131	(1.18)
POST 2ND	-----	-------	-0.010	(-1.26)	-0.009	(-1.13)
HS WKHRS	0.102	(0.86)	0.015	(0.41)	0.010	(0.25)
HS WKHR2	-0.010	(-0.79)	-.0004	(-0.09)	.0001	(0.01)
WORKWKS	-----	-------	0.007	(4.37)****	0.007	(4.41)****
LFTRAIN	-----	-------	0.024	(2.27)**	0.023	(2.11)**
NEGHIRE1/2	-0.099	(-1.04)	0.061	(1.91)*	0.065	(2.04)**
POSHIRE1/2	-0.091	(-0.94)	-0.045	(-1.54)	-0.041	(-1.39)
DISCIP1/2	0.107	(1.11)	0.032	(1.09)	0.029	(0.99)
RESWAGE2	-----	-------	-----	-------	0.027	(1.54)
R-square	0.084		0.212****		0.214****	

NOTE: Numbers in parentheses are t-values. Time 1 perception variables are used for RESWAGE2.

* $p <= .100$
** $p <= .050$
*** $p <= .010$
**** $p <= .001$

TABLE 40

ESTIMATES FOR EMPLOYMENT OUTCOMES

Independent Variables	Dependent Variables: Estimates for WORKWKS		Estimates for UNEMPMO		Estimates for TURNOVER		Estimates for LFTRAIN	
INTERCEPT	17.679	(2.16)**	0.557	(0.48)	1.243	(3.22)***	0.824	(0.65)
MALE	2.368	(1.17)	-0.026	(-0.17)	0.221	(2.32)**	0.444	(1.42)
MINORITY	-0.847	(-0.39)	0.344	(1.14))*	-0.116	(-1.14)	0.232	(0.69)
SES	-1.214	(-1.20)	0.007	(0.04)	0.086	(1.82)*	0.295	(1.89)*
SELFESTM2	0.980	(0.95)	-0.1862	(-1.30)	-0.023	(-0.47)	0.013	(0.08)
LOCOFCON2	-1.329	(-0.95)	0.348	(1.80)*	-0.111	(-1.70)*	-0.369	(-1.71)*
WORKETHC2	-0.688	(-0.58)	-0.025	(-0.15)	-0.058	(-1.06)	-0.496	(-2.73)***
GPA	2.426	(1.43)	0.218	(0.92)	0.086	(1.08)	0.243	(0.93)
COLPREP	-0.822	(-0.29)	-0.374	(-0.96)	0.082	(0.63)	-0.697	(-1.62)
ACADCOUR	0.033	(0.08)	0.072	(1.33)	-0.036	(-1.95)*	0.051	(0.84)
CLASHOUR	1.141	(2.65)***	0.061	(1.03)	0.036	(1.80)*	0.043	(0.65)
CLASHR2	-0.030	(-2.25)**	-0.002	(-0.92)	-0.001	(-1.52)	-0.002	(-0.85)
SITEHOUR	0.140	(0.36)	-0.020	(-0.38)	.0004	(0.02)	0.029	(0.49)
SITEHR2	-0.001	(-0.14)	.0004	(0.26)	- .0003	(-0.70)	-0.001	(-0.79)
COOPPROG	-7.941	(-1.53)	0.289	(0.40)	-0.158	(-0.64)	-0.409	(-0.51)
OTHRPROG	-7.025	(-1.82)*	-0.210	(-0.39)	-0.224	(-1.23)	0.076	(0.12)
POST 2ND	-0.812	(-3.03)***	-0.016	(-0.44)	0.015	(1.22)	-0.053	(-1.28)
HS WKHRS	6.717	(5.30)****	-0.480	(-2.72)***	0.093	(-1.57)	0.530	(2.70)***
HS WKHR2	-0.560	(-3.85)****	0.036	(1.78)*	0.010	(1.54)	-0.054	(-2.40)**
RESWAGE2	0.563	(0.92)	-0.101	(-1.19)	-0.028	(-0.99)	0.058	(0.61)
NEGHIRE2	2.370	(2.14)**	-0.349	(-2.26)**	.0007	(0.01)	0.187	(1.09)
POSHIRE 2	-0.968	(-0.95)	-0.184	(-1.29)	0.018	(0.39)	0.222	(1.14)
DISCIP1	-3.423	(-3.40)****	0.195	(1.39)	0.013	(0.28)	-0.176	(-1.13)
R-square	0.272****		0.113**		0.091		0.127***	

NOTE: Numbers in parentheses are t-values.

* $p <= .100$
** $p <= .050$
*** $p <= .010$
**** $p <= .001$

For the months of unemployment, having a more internal locus of control was associated with less unemployment, as was the number of weeks worked in high school. Including the nonlinear term for HSWKHRS, the effect of working while in high school did not turn negative until approximately 1,400 hours, or an average of 13.5 hours worked every week in the 104-week period studied. Additionally, rating negative behaviors as being less influential in hiring decisions was related to increases in the number of months unemployed.

For the number of new jobs started since high school graduation, being male and from a higher SES family were associated with more new job starts. Having a more internal locus of control, fewer tough academic courses, and a greater number of vocational class hours were associated with fewer job changes during the 13-month follow-up period.

As family SES increased, the amount of formal, on-the-job training (LFTRAIN) received tended to increase as well. However, a more internal locus of control and greater adherence to the work ethic were associated with lesser hours of such training. Also, working more hours in high school was associated with increased training until about 1,000 total hours, at which point the effect became negative.

Model 13

Table 41 presents the results of the regressions for the 3 employer evaluation variables. For WORKEVAL, the only variable demonstrating statistical significance was reservation wage at Time 2. The effect was highly significant and negative. In effect, for every dollar increase in reservation wage at Time 2, WORKEVAL was reduced by 10.5 percent.

Examining the coefficients for work attitudes, ATTEVAL, reveals that stronger expressions of adherence to the work ethic and greater numbers of vocational classroom hours were related to higher evaluations. Further, viewing negative factors as more negative and viewing positive factors as more positive in hiring decisions were also associated with higher evaluations.

TABLE 41

ESTIMATES FOR EMPLOYER EVALUATION VARIABLES

Independent Variables	Dependent Variables: Estimates for WORKEVAL		Estimates for ATTEVAL		Estimates for BSKILLS	
INTERCEPT	74.221	(4.10)****	56.448	(3.54)****	69.963	(3.87)****
MALE	1.169	(0.36)	3.086	(1.08)	3.001	(0.93)
MINORITY	- 1.804	(-0.51)	2.115	(0.67)	-6.245	(-1.76)*
SES	- 2.169	(-1.40)	-0.864	(-0.63)	-1.994	(-1.29)
SELFESTM3	1.247	(0.69)	1.502	(0.94)	0.181	(-0.10)
LOCOFCON3	4.546	(1.44)	4.201	(1.51)	6.846	(2.17)**
WORKETHC3	2.080	(1.36)	3.028	(2.24)**	2.196	(1.43)
GPA	2.424	(0.95)	-0.139	(-0.06)	0.792	(0.31)
COLPREP	- 1.661	(-0.37)	3.411	(0.87)	4.717	(1.06)
ACADCOUR	0.413	(0.68)	0.024	(0.04)	-0.192	(-0.31)
CLASHOUR	0.529	(0.54)	1.587	(1.86)*	1.047	(1.08)
CLASHR2	- 0.005	(-0.14)	-0.040	(-1.33)	-0.024	(-0.72)
SITEHOUR	1.333	(-1.50)	-0.871	(-1.31)	-0.355	(-0.47)
SITEHR2	0.034	(1.62)	0.022	(1.22)	0.003	(0.13)
COOPPROG	7.485	(0.73)	0.432	(0.04)	2.053	(0.20)
OTHRPROG	3.167	(0.44)	-3.750	(-0.60)	-5.720	(-0.81)
POST 2ND	0.421	(1.00)	0.300	(0.80)	0.149	(0.35)
HS WKHRS	0.328	(0.15)	2.156	(1.16)	2.934	(1.40)
HS WKHR2	- 0.004	(-0.01)	-0.224	(-1.03)	-0.360	(-1.46)
WORKWKS	0.132	(0.40)	0.031	(0.11)	0.128	(0.39)
TENURE	- 0.047	(-0.17)	-0.089	(-0.37)	-0.118	(-0.43)
LFTRAIN	- 0.503	(-0.88)	-0.556	(-1.11)	-0.285	(-0.50)
RESWAGE3	-10.458	(-3.29)***	-2.739	(-0.97)	-7.035	(-2.21)**
NEGHIRE3	1.869	(0.90)	3.519	(1.92)*	1.611	(0.77)
POSHIRE3	2.571	(1.58)	2.763	(1.92)*	1.776	(1.09)
DISCIP3	-1.036	(-0.55)	-2.274	(-1.39)	0.259	(0.13)
R-square	0.282**		0.324***		0.238	

NOTE: Numbers in parentheses are t-values.

* $p <= .100$
** $p <= .050$
*** $p <= .010$
**** $p <= .001$

For BSKILLS, the evaluation of basic skills brought to the job, MINORITY and higher Time 2 reservation wages were associated with lower evaluations. Every dollar increase in Time 2 reservation wage yielded a 7 percent decrease in the evaluation score. Minorities received a 6 percent lower rating.

Not unexpectedly, viewing negative factors as negative, positive factors as positive, and buying into the work ethic together tended to evoke positive attitude evaluations from employers. Also, expectations for a high wage at the time of high school graduation did not favorably affect job ratings. Assuming that the reservation wage expresses the degree of realism attached to an individual's personal employment-related valuation, it could be argued that those with the highest expectations were perhaps unrealistic or overly optimistic. When those high expectations are confronted with the reality of what employers feel is a just wage, such new employees might well prove to be less than highly motivated workers.

Model 14

The regressions for this final model examine the employer productivity ratings. These results are presented in table 42. The first equation examines employers' productivity ratings expressed as a percentage of the second second-year productivity rating for the typical employee. Only the months of postsecondary education had a significant effect. Each month of postsecondary education added 2.1 percent to an individual's initial productivity rating. The second equation examines productivity after 6 months on the job. As before, this rating is expressed as a percentage of the second-year productivity rating for the typical employee for a given employer. Higher SES was associated with lower productivity ratings, whereas the negative hiring item index was positively related. The more negatively the negative hiring items were perceived, the more likely the young employees were to perform well on the job.

Model 15

The results of two separate regressions for wage at follow-up are presented in table 43. Examination of the table shows that, somewhat expectedly, males commanded a higher wage than did females and whites earned more than

TABLE 42

ESTIMATES FOR EMPLOYER PRODUCTIVITY ASSESSMENTS

Independent Variables	Dependent Variables: Estimates for OFMAX2WK		Estimates for OFMAX	
INTERCEPT	66.271	(3.65)****	92.855	(4.05)****
MALE	6.146	(1.27)	2.580	(0.62)
MINORITY	- 3.678	(-0.66)	- 1.995	(-0.42)
SES	- 1.354	(-0.57)	- 4.152	(-2.08)**
SELFESTM2/3	0.261	(0.09)	- 0.647	(-0.29)
LOCOFCON2/3	- 0.619	(-0.17)	3.936	(1.01)
WORKETHC2/3	0.790	(0.31)	1.550	(0.79)
GPA	- 3.321	(-0.87)	- 3.764	(-1.13)
COLPREP	- 4.911	(-0.75)	- 6.047	(-1.06)
ACADCOUR	0.472	(0.53)	0.167	(0.21)
CLASHOUR	1.409	(0.96)	0.253	(0.20)
CLASHR2	- 0.047	(-0.94)	0.005	(0.12)
SITEHOUR	0.342	(0.29)	0.760	(0.79)
SITEHR2	0.003	(0.08)	- 0.016	(-0.67)
COOPPROG	-12.166	(-0.80)	-13.889	(-1.04)
OTHRPROG	- 0.594	(-0.05)	- 2.594	(-0.28)
POST 2ND	2.074	(3.30)***	0.687	(1.27)
HS WKHRS	- 2.744	(-0.88)	- 4.173	(-1.57)
HS WKHR2	0.114	(0.31)	0.414	(1.33)
WORKWKS	-----	-----	0.410	(1.00)
TENURE	-----	-----	- 0.424	(-1.24)
LFTRAIN	-----	-----	- 0.515	(-0.70)
RESWAGE2/3	0.886	(0.63)	- 1.535	(-0.37)
NEGHIRE2/3	- 3.584	(-1.25)	4.364	(1.65)*
POSHIRE2/3	2.876	(1.18)	1.970	(0.95)
DISCIP2/3	1.566	(0.64)	0.121	(0.05)
R-square	0.195		0.324*	

NOTE: Numbers in parentheses are t-values. Time 2 variables are used for OFMAX2WK.

* $p <= .100$
** $p <= .050$
*** $p <= .010$
**** $p <= .001$

TABLE 43

ESTIMATES FOR WAGE AT FOLLOW-UP WITH AND WITHOUT EMPLOYER EVALUATION VARIABLES

Independent Variables	Dependent Variables: Estimates for WAGE		Estimates for WAGE	
INTERCEPT	3.315	(6.11)****	3.664	(5.05)****
MALE	0.231	(1.85)*	0.138	(0.88)
MINORITY	-0.219	(-1.66)*	-0.467	(-2.61)**
SES	0.033	(0.54)	-0.032	(-0.41)
SELFESTM3	0.017	(0.24)	0.119	(1.37)
LOCOFCON3	-0.059	(-0.46)	-0.298	(-1.91)*
WORKETHC3	-0.033	(-0.52)	-0.005	(-0.07)
GPA	0.124	(1.18)	0.270	(2.10)**
COLPREP	0.032	(0.18)	-0.018	(-0.08)
ACADCOUR	-0.036	(-1.46)	-0.027	(-0.93)
CLASHOUR	0.021	(0.78)	-0.075	(-1.47)
CLASHR2	.0008	(-0.98)	0.004	(1.39)
SITEHOUR	-0.027	(-1.19)	-0.036	(-0.93)
SITEHR2	.0007	(1.15)	.0009	(0.88)
COOPPROG	0.379	(1.21)	0.660	(1.28)
OTHRPROG	0.377	(1.58)	0.736	(2.04)**
POST 2ND	0.028	(1.68)*	0.022	(1.05)
HS WKHRS	0.046	(0.56)	-0.046	(-0.43)
HS WKHR2	-0.001	(-0.10)	0.013	(1.07)
WORKWKS	0.020	(2.33)**	0.021	(1.38)
TENURE	-0.008	(-1.03)	-0.006	(-0.44)
LFTRAIN	0.009	(0.37)	0.025	(0.90)
T3A1Z	-0.060	(-0.86)	-0.138	(-1.35)
T3A2Z	0.024	(0.38)	0.083	(1.03)
T3BZ	0.012	(0.19)	0.017	(0.18)
WORKEVAL	-----	-----	-0.011	(-1.82)*
EMPEVAL	-----	-----	0.020	(2.55)**
BSKILLS	-----	-----	-0.013	(-2.16)**
OFMAX	-----	-----	0.004	(1.01)
R-square	0.155***		0.358***	

NOTE: Numbers in parentheses are t-values.

* $p <= .100$
** $p <= .050$
*** $p <= .010$
**** $p <= .001$

minorities. The number of months of postsecondary education also was related to a higher wage. Interestingly, even though the follow-up period was only 52 weeks long, it would appear that work experience in that time period was of value with respect to increasing wage. In that the tenure on the current or most recent job was also in the equation and failed to achieve statistical significance, the work experience variable would seem to be a genuine effect.

When, in the second equation, the employer evaluation measures were added to the model, a slightly different picture emerged. Having a more internal locus of control was associated with a lower wage, as was having a higher evaluation for WORKEVAL and BSKILLS. It should be noted, however, that the negative effects of these two variables were little more than a penny for each percentage point. The positive effects of ATTEVAL, at two pennies per percent, could well offset the effects of the other ratings, assuming uniform scores across the ratings. A higher high school GPA was also associated with higher wages, to the extent that "A" students earned $0.52 more than "C" students. Also, being in a vocational program other than cooperative vocational education resulted in a $0.74 higher wage.

APPENDIX A

STUDENT QUESTIONNARIES: WAVES 1-3

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD - COLUMBUS, OHIO 43210

81B0301

STUDENT SURVEY

EMPLOYABILITY FACTORS STUDY

WAVES I & II

**The National Center for Research in
Vocational Education
The Ohio State University
Columbus, Ohio 43210**

PROTOCOL NO. 81B0301

THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO
CONSENT FOR PARTICIPATION IN
SOCIAL AND BEHAVIORAL RESEARCH

Your participation in this survey is completely voluntary. Whether you choose to participate or not will not affect your grade and/or future participation in this program. If you choose to participate, your answers will be kept strictly confidential and will be seen only by the research staff. Results of the study will be made public only in summary or statistical form so that individuals who participate cannot be identified.

_____

Dr. Richard J. Miguel
Project Director
Employability Factors Study

- - - -

RESPONDENT IDENTIFICATION

Student's Name: _____

Name of Program: _____

Location of Program: _____ If not in program, check this box ☐

Does participant receive training, counseling, or other employability development services from program staff? ( ) Yes ( ) No

If yes, indicate staff names and titles: _____

_____

_____

Does the student have a job (paid employment) or an EBCE placement? ( ) Yes ( ) No

If yes, complete the following about the worksite supervisor:

Supervisor's Name: _____

Supervisor's Title: _____

Name of Business: _____

Business Address: _____

_____

_____

Business Telephone: ( ) _____

Date of Survey: _____ Time: _____

Location of Survey: ( ) School ( ) Worksite ( ) Program's Location

Name of Survey Examiner: _____

Note: We need this information to code data by program, business type, and relationship of program participant to supervisor. Once this is done, this page will be separated from your answers to ensure anonymity. *Your responses will not be used for analysis or publication. All respondents' answers will be strictly confidential.*

PART IA: COMPETENCIES NEEDED TO GET A JOB

DIRECTIONS: The following items are different things that employers could learn about persons applying for jobs. Rate the item to show how it would influence employers' hiring decisions. Think about the kinds of jobs you might apply for and use the following scale. (CIRCLE ONLY ONE FOR EACH ITEM)

WHEN EMPLOYERS LEARN ANY OF THE FOLLOWING THINGS ABOUT A PERSON APPLYING FOR A JOB, THEIR DECISION TO HIRE WILL BE INFLUENCED. . .

+3 very positively
+2 positively
+1 somewhat positively
0 not at all
-1 somewhat negatively
-2 negatively
-3 would not hire
NA not applicable

BASED ON THE KINDS OF JOBS YOU MIGHT APPLY FOR, HOW WOULD EMPLOYERS BE INFLUENCED TO HIRE SOMEONE WHO. . .	very positively	positively	somewhat positively	not at all	somewhat negatively	negatively	would not hire	
1. Looked clean and neat at the interview?	+3	+2	+1	0	-1	-2	-3	NA
2. Gave false information on job application?	+3	+2	+1	0	-1	-2	-3	NA
3. Asked many questions about the job or the company during the interview?	+3	+2	+1	0	-1	-2	-3	NA
4. Understood that a beginner sometimes does boring and low-level work tasks?	+3	+2	+1	0	-1	-2	-3	NA
5. Couldn't read a newspaper?	+3	+2	+1	0	-1	-2	-3	NA
6. Got confused when asked a simple question?	+3	+2	+1	0	-1	-2	-3	NA
7. Used poor grammar when speaking?	+3	+2	+1	0	-1	-2	-3	NA
8. Filled out a job application in a neat and correct manner?	+3	+2	+1	0	-1	-2	-3	NA
9. Called employer after interview to show interest in getting the job?	+3	+2	+1	0	-1	-2	-3	NA
10. Was late for interview appointment?	+3	+2	+1	0	-1	-2	-3	NA
11. Attached a complete job resume to application?	+3	+2	+1	0	-1	-2	-3	NA
12. Asked for 25 cents an hour more than the job normally pays?	+3	+2	+1	0	-1	-2	-3	NA
13. Got A's and B's in all math courses?	+3	+2	+1	0	-1	-2	-3	NA
14. Had not completed high school?	+3	+2	+1	0	-1	-2	-3	NA
15. Had never worked before?	+3	+2	+1	0	-1	-2	-3	NA
16. Had 3 jobs in last 6 months?	+3	+2	+1	0	-1	-2	-3	NA

BASED ON THE KINDS OF JOBS YOU MIGHT APPLY FOR, HOW WOULD EMPLOYERS BE INFLUENCED TO HIRE SOMEONE WHO. . .

	very positively	positively	somewhat positively	not at all	somewhat negatively	negatively	would not hire	
17. Had just completed a CETA job?	+3	+2	+1	0	-1	-2	-3	NA
18. Had a previous employer who would rehire him or her?	+3	+2	+1	0	-1	-2	-3	NA
19. Was convicted for possession of marijuana?	+3	+2	+1	0	-1	-2	-3	NA
20. Had only done jobs like lawnmowing, babysitting, and delivering newspapers?	+3	+2	+1	0	-1	-2	-3	NA
21. Was absent 12 different times in his/her last school year?	+3	+2	+1	0	-1	-2	-3	NA
22. Had taken vocational education curriculum in high school?	+3	+2	+1	0	-1	-2	-3	NA
23. Had training in the job skills needed for this job but no experience?	+3	+2	+1	0	-1	-2	-3	NA
24. Was 15% less productive than other workers in his/her last job because he/she wasn't trying?	+3	+2	+1	0	-1	-2	-3	NA
25. Was late for work 3 times last year?	+3	+2	+1	0	-1	-2	-3	NA
26. Was absent from work 12 different times last year?	+3	+2	+1	0	-1	-2	-3	NA
27. Was 15% less productive than other workers in last job even though he/she was trying?	+3	+2	+1	0	-1	-2	-3	NA

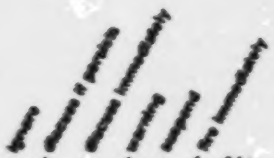
PART IB: COMPETENCIES NEEDED TO KEEP A JOB

DIRECTIONS: The following items are problems that could cause employees to lose their jobs during the first few months of employment. We would like to know what your present or most recent supervisor would do the first time any one of these problems occurred. Circle one answer to show most closely what your supervisor would do for each problem. IF YOU HAVE NEVER WORKED, make a best guess at what a supervisor would do. (CIRCLE ONLY ONE FOR EACH ITEM)

WHEN AN EMPLOYEE DOES ANY OF THE FOLLOWING THINGS ON THE JOB FOR THE **FIRST** TIME, THE SUPERVISOR WILL. . .

a **ignore** the problem even if it persists
b **discuss** the problem only **if** it **persists**
c **discuss** the problem **immediately**
d give a verbal or written **warning** of disciplinary action
e **suspend** employee
f **fire immediately**
NA not applicable

BASED ON YOUR EXPERIENCES, WHAT WILL YOUR SUPERVISOR DO THE FIRST TIME AN EMPLOYEE. . .



1.	Wears flashy or sexy clothes to work?	a b c d e f NA
2.	Comes to work dirty and sloppy?	a b c d e f NA
3.	Shows up for work drunk or stoned?	a b c d e f NA
4.	Acts angry or sulks when criticized?	a b c d e f NA
5.	Gripes about working conditions like short coffee breaks or working unpopular shifts?	a b c d e f NA
6.	Gets into an argument with coworkers?	a b c d e f NA
7.	Puts more hours on time sheet than actually worked?	a b c d e f NA
8.	Refuses to do a job because it is undesirable or "beneath his/her dignity?"	a b c d e f NA
9.	Can't read written directions to complete a job?	a b c d e f NA
10.	Doesn't write telephone messages or memos that are easy to understand?	a b c d e f NA
11.	Makes many mistakes in spelling, grammar, and punctuation?	a b c d e f NA
12.	Speaks so poorly that coworkers can't understand what is being said?	a b c d e f NA
13.	Makes many mistakes adding, subtracting, multiplying, or dividing numbers?	a b c d e f NA
14.	Tries but takes twice as long as other workers to learn a new job?	a b c d e f NA

BASED ON YOUR EXPERIENCE, WHAT WILL YOUR SUPERVISOR DO THE FIRST TIME AN EMPLOYEE. . .

		ignore	discuss if persists	discuss immediately	warning	suspend	fire immediately	
15.	Tries but is 15% less productive than other workers with the same training?	a	b	c	d	e	f	NA
16.	Doesn't try and is 15% less productive than other workers with the same training?	a	b	c	d	e	f	NA
17.	Seems not to be trying but is no less productive than other workers?	a	b	c	d	e	f	NA
18.	Takes an extra hour of break time but finishes assigned work anyway?	a	b	c	d	e	f	NA
19.	Misses 2 different days of work the first month?	a	b	c	d	e	f	NA
20.	Doesn't call in when sick?	a	b	c	d	e	f	NA
21.	Is 20 minutes late to work and has no good excuse?	a	b	c	d	e	f	NA
22.	Causes $100 of damage to a piece of equipment?	a	b	c	d	e	f	NA
23.	Spends 15 minutes making personal telephone calls during one work day?	a	b	c	d	e	f	NA
24.	Needs twice as much supervision as others?	a	b	c	d	e	f	NA
25.	Finishes work assigned but does not report back to superior for more work?	a	b	c	d	e	f	NA

INTRODUCTION FOR PARTS IC–E

Sections C, D, and E deal with activities which you may feel are confidential. Therefore, no one will see your answers but you and the research staff at The Ohio State University. The questionnaire is to be placed in the envelope you were given and sealed before you give it back. This way your answers are strictly confidential. We hope that you will answer all of these questions. However, if you find a question which you cannot answer honestly, we would prefer that you leave it blank.

PART IC: COMPETENCIES USED TO GET A JOB

Have you ever applied for a job?

( ) Yes (COMPLETE PART C) ( ) No (SKIP TO PART D)

DIRECTIONS: THE FOLLOWING ITEMS ARE ABOUT GETTING JOBS. MARK EACH ONE FROM 1 TO 5 TO SHOW THE EXTENT TO WHICH YOU DID THESE THINGS THE LAST TIME YOU APPLIED FOR A JOB. USE THE FOLLOWING SCALE:

1	did not do it
2	some effort
3	regular effort
4	special effort
5	extra special effort
NA	not applicable

THE LAST TIME I APPLIED FOR A JOB, I . . .	did not do it	some effort	regular effort	special effort	extra special effort	
1. Took time to look especially clean and neat.	1	2	3	4	5	NA
2. Was careful to speak correctly.	1	2	3	4	4	NA
3. Filled out a job application in a neat and correct manner.	1	2	3	4	5	NA
4. Called employer after interview to show interest in getting the job.	1	2	3	4	5	NA
5. Was on time for interview appointment.	1	2	3	4	5	NA
6. Asked questions about the job and company during the interivew.	1	2	3	4	5	NA
7. Related skills and knowledge from past jobs to the job I applied for.	1	2	3	4	5	NA

PART ID: COMPETENCIES USED TO KEEP A JOB

Have you ever held a job?

( ) Yes (COMPLETE THE FOLLOWING ITEMS) ( ) No (SKIP TO THE NEXT PAGE)

DIRECTIONS: THE FOLLOWING ITEMS ARE ABOUT KEEPING A JOB. MARK EACH ONE TO SHOW HOW FREQUENTLY YOU DID ANY OF THESE THINGS ON YOUR MOST RECENT JOB.

ON MY MOST RECENT JOB, I . . .	Always	Almost always	Sometimes	Almost never	Never	
1. Wore flashy or sexy clothes to work.	a	b	c	d	e	NA
2. Came to work dirty and sloppy.	a	b	c	d	e	NA
3. Showed up for work drunk or stoned.	a	b	c	d	e	NA
4. Acted angry or sulked when criticized.	a	b	c	d	e	NA
5. Griped about working conditions like short coffee breaks or late hours.	a	b	c	d	e	NA
6. Got into arguments with co-workers.	a	b	c	d	e	NA
7. Exaggerated the number of hours worked.	a	b	c	d	e	NA
8. Refused to do a job because it was undesirable or lowly.	a	b	c	d	e	NA
9. Forgot important instructions so time and work were wasted.	a	b	c	d	e	NA
10. Didn't call in when sick.	a	b	c	d	e	NA
11. Lost or ruined a tool or piece of equipment.	a	b	c	d	e	NA
12. Made pesonal telephone calls during the work day.	a	b	c	d	e	NA
13. Finished work assigned but did not come back for more work.	a	b	c	d	e	NA

PART IE

HOW DO YOU FEEL ABOUT EACH OF THE FOLLOWING?
(MARK ONE ANSWER FOR EACH STATEMENT)

		strongly agree	agree	disagree	strongly disagree	no opinion
1.	At times I think I am no good at all	( )	( )	( )	( )	( )
2.	I often feel awkward and out of place	( )	( )	( )	( )	( )
3.	Many times I feel that I have little influence over things that happen to me	( )	( )	( )	( )	( )
4.	People who accept their condition in life are happier than those who try to change things	( )	( )	( )	( )	( )
5.	On the whole, I am satisfied with myself	( )	( )	( )	( )	( )
6.	I know exactly what I want out of life	( )	( )	( )	( )	( )
7.	Nowadays a person has to live pretty much for today and let tomorrow take care of itself	( )	( )	( )	( )	( )
8.	Good luck is more important than hard work for success	( )	( )	( )	( )	( )
9.	I take a positive attitude toward myself	( )	( )	( )	( )	( )
10.	When I make plans, I am certain I can make them work	( )	( )	( )	( )	( )
11.	Every time I try to get ahead, something or somebody stops me	( )	( )	( )	( )	( )
12.	Every day, I try to accomplish something worthwhile	( )	( )	( )	( )	( )
13.	I feel I do not have much to be proud of	( )	( )	( )	( )	( )
14.	What happens to me is my own doing	( )	( )	( )	( )	( )
15.	In my case, finding a job has been a matter of luck	( )	( )	( )	( )	( )
16.	I have other activities more important than my work	( )	( )	( )	( )	( )
17.	To me, work is only a small part of who I am	( )	( )	( )	( )	( )
18.	If I won a million dollars, I would still want to work when I complete school	( )	( )	( )	( )	( )

For use in
Fall 1981 only)

PART II:

II A: Educational History

1. Are you enrolled in a high school now? (MARK ONE)

   ( ) Yes ( ) No

2. If yes, what grade are you in now?

   ( ) Grade 9
   ( ) Grade 10
   ( ) Grade 11
   ( ) Grade 12
   ( ) GED Program

   (GO TO QUESTION 3)

   If no, what is the highest grade that you have completed?

   ( ) Pre GED
   ( ) Grade 6
   ( ) Grade 7
   ( ) Grade 8

   (SKIP TO QUESTION 9) →

   ( ) Grade 9
   ( ) Grade 10
   ( ) Grade 11
   ( ) Grade 12
   ( ) GED Diploma
   ( ) Beyond Grade 12

   (GO TO QUESTION 3)

3. Which of the following best describes your high school program? (MARK ONE)

   ( ) General
   ( ) Academic or college preparatory
   ( ) Vocational, technical, or business

4. Which of the following best describes your grades in high school? (MARK ONE)

   ( ) Mostly A.....(90 to 100% or about 3.9)
   ( ) About half A and half B (85 to 89% or about 3.5)
   ( ) Mostly B.....(80 to 84% or about 3.0)
   ( ) About half B and half C (75 to 79% or about 2.5)
   ( ) Mostly C.....(70 to 74% or about 2.0)
   ( ) About half C and half D (65 to 69% or about 1.5)
   ( ) Mostly D or lower.....(lower than 65% or 1.3)

5. Averaged over your last high school year, about how much of your school time was spent in work experience or community-based programs? (MARK ONE)

   ( ) None
   ( ) About one period a day
   ( ) More than one period but less than half a day
   ( ) About half a day
   ( ) More than half of the day

6. Starting with the beginning of ninth grade, indicate the grade levels in which you took a course in the following subjects. Count this school year, too, if in high school now. (MARK THE GRADE LEVELS IN WHICH YOU TOOK THE FOLLOWING SUBJECTS.)

	NOT TAKEN	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Mathematics	( )	( )	( )	( )	( )
English	( )	( )	( )	( )	( )
History/Social Sci	( )	( )	( )	( )	( )
Foreign Languages	( )	( )	( )	( )	( )
Science	( )	( )	( )	( )	( )
Business/Office	( )	( )	( )	( )	( )
Sales/Marketing	( )	( )	( )	( )	( )
Trade and Industry	( )	( )	( )	( )	( )
Technical Courses	( )	( )	( )	( )	( )
Other Vocational	( )	( )	( )	( )	( )
Other Electives	( )	( )	( )	( )	( )

7. Have you taken any high school courses that have prepared you for a beginning job related to those courses? (MARK "YES" OR "NO" FOR EACH COURSE)

YES	NO	
( )	( )	Agriculture, including horticulture
( )	( )	Auto mechanics
( )	( )	Commercial arts
( )	( )	Computer programming and computer operations
( )	( )	Carpentry trades
( )	( )	Electrical trades
( )	( )	Masonry trades
( )	( )	Plumbing trades
( )	( )	Cosmetology, hairdressing, or barbering
( )	( )	Drafting
( )	( )	Electronics
( )	( )	Home economics, dietetics, child care
( )	( )	Machine shop
( )	( )	Medical or dental assisting
( )	( )	Nursing or other health care
( )	( )	Food preparation
( )	( )	Sales or merchandising
( )	( )	Secretarial, typing, or other office work
( )	( )	Welding
( )	( )	Other - specify _____

8. Have you ever participated in any of the following high school programs? (MARK YES OR NO FOR EACH PROGRAM)

YES	NO	
( )	( )	Career Exploration Program
( )	( )	Experienced-Based Career Education
( )	( )	Internship Program
( )	( )	Volunteer Program
( )	( )	Cooperative Vocational Education (CO-OP)
( )	( )	Work-Study or Work Experience Program
( )	( )	CETA Work Program (such as the Youth Employment and Training Program or the Conservation Corps)

II B: **Current Program-Related Work History**

9. Do you have a job now? (PAID EMPLOYMENT ONLY: DO NOT COUNT WORK EXPERIENCE PROVIDED IN A SKILL CENTER OR PROGRAM PROJECTS)

( ) Yes (GO TO QUESTION 10) ↓

( ) No (SKIP TO QUESTION 17) →

10. How long have you had this job? (MARK ONE)

( ) 1 month or less
( ) 2-3 months
( ) 4-5 months
( ) 6-8 months
( ) 9-11 months
( ) 12 months or more

11. How many hours do you work a week on your job? (MARK ONE)

( ) 1 to 4 hours a week
( ) 5 to 14 hours a week
( ) 15 to 21 hours a week
( ) 22 to 29 hours a week
( ) 30 to 34 hours a week
( ) 35 hours or more a week

12. How much do you earn per hour on that job? (MARK ONE)

( ) Not paid
( ) Less than $1.50
( ) $1.50 to $1.99
( ) $2.00 to $2.49
( ) $2.50 to $2.99
( ) $3.00 to $3.34
( ) $3.35 to $3.49
( ) $3.50 to $3.99
( ) $4.00 to $4.49
( ) $4.50 to $4.99
( ) $5.00 per hour or more

13. Which of the job categories below comes closest to the kind of work you do? (If more than one kind of work, choose the one which you do the most per week.) (MARK ONE)

( ) Lawn work or odd jobs
( ) Waiter or waitress
( ) Babysitting/child care
( ) Farm or agricultural work
( ) Factory work
( ) Skilled trade
( ) Construction work
( ) Other manual labor
( ) Store clerk or cashier
( ) Office or clerical
( ) Hospital or health
( ) Other

14. What kind of employer do you work for? (MARK ONE)

( ) Government (city, state, county)
( ) Private company or business
( ) Nonprofit organization (like a church or charity)
( ) Neighbor or friend

15. Is the pay you receive from you job paid for or subsidized by C.E.T.A. or other government program? (MARK ONE)

( ) Yes ( ) No ( ) Don't know

16. At your job, about what part of the time is spent on training (not just doing the job)? (MARK ONE)

( ) No training time
( ) Less than one hour a week
( ) 1 to 2 hours a week
( ) Between 2 to 5 hours a week
( ) Between 6 to 10 hours a week
( ) More than 10 hours a week

II C: Past Work History: Summer 1981 (June 15 - August 31)

17. Did you have a job(s) last summer? (MARK ONE)

( ) Yes (GO TO QUESTION 18) ↓

( ) No (SKIP TO QUESTION 27) →

18. How long did you work on this job(s)? (MARK ONE)

( ) 1 week or less
( ) 2-3 weeks
( ) 4-5 weeks
( ) 6-8 weeks
( ) 9-10 weeks
( ) 11 weeks or more

19. How many hours a week did you work on this job(s) (MARK ONE)

( ) 1 to 4 hours a week
( ) 5 to 14 hours a week
( ) 15 to 21 hours a week
( ) 22 to 29 hours a week
( ) 30 to 34 hours a week
( ) 35 hours or more a week

20. How much did you earn per hour on the average? (MARK ONE)

( ) Not paid
( ) $1.50 to $1.99
( ) $2.00 to $2.49
( ) $2.50 to $2.99
( ) $3.00 to $3.34
( ) $3.35 to $3.49
( ) $3.50 to $3.99
( ) $4.00 to $4.49
( ) $4.50 to $4.99
( ) $5.00 per hour or more

21. Which job categories below come closest to the kinds of work you did this summer? (MARK ALL THAT APPLY)

( ) Lawn work or odd jobs
( ) Waiter or waitress
( ) Babysitting/child care
( ) Farm/agricultural work
( ) Factory work
( ) Skilled trade
( ) Construction work
( ) Other manual labor
( ) Store clerk or cashier
( ) Office or clerical work
( ) Hospital or health work
( ) Other

22. What kind of employer did you work for this summer on this job(s)? (MARK ALL THAT APPLY)

( ) Government (city, state, county)
( ) Private company or business
( ) Nonprofit organization (like a church or charity)
( ) Neighbor or friend

23. Did the pay from your summer job(s) come from C.E.T.A., Neighborhood Youth Corps, or other government subsidized program? (MARK ONE)

( ) Yes ( ) No ( ) Don't know

24. At your summer job(s), what part of the time was spent on training (not just doing the job)? (MARK ONE)

( ) No training time
( ) Less than one hour a week
( ) 1 to 2 hours a week
( ) Between 2 to 5 hours a week
( ) Between 6 to 10 hours a week
( ) More than 10 hours a week

25. During your summer job(s), about how many days were you absent from work for any reason? (MARK ONE)

( ) None
( ) 1 or 2 days
( ) 3 or 4 days
( ) 5 to 9 days
( ) 10 or more days

26. During your summer job(s), about how many days were you late to work? (MARK ONE)

( ) None
( ) 1 or 2 days
( ) 3 or 4 days
( ) 5 to 10 days
( ) 11 to 15 days
( ) 16 to 20 days
( ) 21 or more days

IID: Past Work History: September 1, 1980 - June 15, 1981

27 Did you have a job(s) before last summer? (Before June 15, 1981) (MARK ONE)

( ) Yes (GO TO QUESTION 28) ↓

( ) No (SKIP TO QUESTION 37) →

28. How long did you work between September 1, 1980 - June 15, 1981? (MARK ONE)

( ) 1 month or less
( ) 2-3 months
( ) 4-5 months
( ) 6-8 months
( ) 9-10 months

29. On the average, how many hours a week did you work? (MARK ONE)

( ) 1 to 4 hours a week
( ) 5 to 14 hours a week
( ) 15 to 21 hours a week
( ) 22 to 29 hours a week
( ) 30 to 34 hours a week
( ) 35 hours or more a week

30 On the average, how much did you earn per hour? (MARK ONE)

( ) Not paid
( ) $1.50 to $1.99
( ) $2.00 to $2.49
( ) $2.50 to $2.99
( ) $3.00 to $3.34
( ) $3.35 to $3.49
( ) $3.50 to $3.99
( ) $4.00 to $4.49
( ) $4.50 to $4.99
( ) $5.00 per hour or more

31. Which job categories below come closest to the kinds of work you did between September 1, 1980 - June 15, 1981? (MARK ALL THAT APPLY)

( ) Lawn work or odd jobs
( ) Waiter or waitress
( ) Babysitting/child care
( ) Farm/agricultural work
( ) Factory work
( ) Skilled trade
( ) Construction work
( ) Other manual labor
( ) Store clerk or cashier
( ) Office or clerical work
( ) Hospital or health work
( ) Other

32. What kind of employer did you work for before last summer on this other job(s)? (MARK ALL THAT APPLY)

( ) Government (city, state, county)
( ) Private company or business
( ) Nonprofit organization (like a church or charity)
( ) Neighbor or friend

33. Did the pay from any of your jobs during this period come from C.E.T.A., Neighborhood Youth Corps, or other government subsidized program? (MARK ONE)

( ) Yes ( ) No ( ) Don't know

34. During this period, what part of the time was spent on training (not just doing the job)? (MARK ONE)

( ) No training time
( ) Less than one hour a week
( ) 1 to 2 hours a week
( ) Between 2 to 5 hours a week
( ) Between 6 to 10 hours a week
( ) More than 10 hours a week

35. During your school year job(s), about how many days were you absent from work for any reason? (MARK ONE)

( ) None
( ) 1 or 2 days
( ) 3 or 4 days
( ) 5 to 9 days
( ) 10 or more days

36. During your school year job(s), about how many days were you late to work? (MARK ONE)

( ) None
( ) 1 or 2 days
( ) 3 or 4 days
( ) 5 to 10 days
( ) 11 to 15 days
( ) 16 to 20 days
( ) 21 or more days

II E: **Future Plans**

37. What is the lowest hourly wage you would be willing to accept for a job after you finish your program? (MARK ONE)

( ) $3.34 or less
( ) $3.35 to $3.49
( ) $3.50 to $3.99
( ) $4.00 to $4.49
( ) $4.50 to $4.99
( ) $5.00 to $5.49
( ) $5.50 to $5.99
( ) $6.00 to $6.49
( ) $6.50 to $6.99
( ) $7.00 to $7.99
( ) $8.00 to $8.99
( ) $9.00 to $9.99
( ) $10.00 or more

38. Do you plan to get a job in the same field or a field related to the one you are now in through your program? (MARK ONE)

( ) Yes ( ) No ( ) Not sure

39. As things stand now, how far in school do you think you will get? If not in school, how far would you like to go? (MARK ONE)

( ) Less than high school graduation
( ) High school graduation only
( ) Two years or less of vocational, trade, or business school after high school
( ) More than two years of vocational, trade, or business school after high school
( ) Two years or less of college
( ) More than two years of college with two year degree
( ) Complete four year college program
( ) Master's degree or equivalent
( ) Doctor, lawyer, or other advanced professional degree

II F: Family Background

40. Whom do you live with now? (MARK ONE)

( ) Mother and father
( ) Father and stepmother
( ) Mother and stepfather
( ) Mother only
( ) Father only
( ) Husband
( ) Wife
( ) Male or female relative or guardian—not parent
( ) Alone
( ) Other (SPECIFY)_____

41. Who was the head of the household in your home when you were age 16? (That is, who made most of the money that supported your family?)

( ) Father
( ) Mother
( ) Male relative or guardian
( ) Female relative or guardian
( ) Other (SPECIFY)_____

42. What is the highest grade of education completed by your mother? (GIVE APPROXIMATE AMOUNT IF NOT SURE)

( ) Grade 1
( ) Grade 2
( ) Grade 3
( ) Grade 4
( ) Grade 5
( ) Grade 6
( ) Grade 7
( ) Grade 8
( ) Grade 9
( ) Grade 10
( ) Grade 11
( ) Grade 12
( ) 1 year of college
( ) 2 years of college
( ) 3 years of college
( ) 4 years of college
( ) Master's degree
( ) Ph.D., M.D., or other advanced professional degree
( ) Never knew my mother

43. Please describe below the job your mother held when you were age 16. Which of the categories below comes closest to describing that job? If mother was deceased when you were age 16, give her occupation at time of death. (MARK ONE)

( ) CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent

( ) CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter

( ) FARMER, FARM MANAGER

( ) HOMEMAKER OR HOUSEWIFE ONLY

( ) LABORER such as construction worker, car washer, sanitary worker, farm laborer

( ) MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official

( ) MILITARY such as career officer, enlisted woman in the Armed Forces

( ) OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver

( ) PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actress, athlete, politician, but not including school teacher

( ) PROFESSIONAL such as clergy, dentist, physician, lawyer, scientist, college teacher

( ) PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner

( ) PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter

( ) SALES such as salesperson, advertising or insurance agent, real estate broker

( ) SCHOOL TEACHER such as elementary or secondary

( ) SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter

( ) TECHNICAL such as draftsman, medical or dental technician, computer programmer

( ) never worked

( ) don't know

( ) never knew my mother

44. What is the highest grade of education completed by your father? (GIVE APPROXIMATE AMOUNT IF NOT SURE)

( ) Grade 1
( ) Grade 2
( ) Grade 3
( ) Grade 4
( ) Grade 5
( ) Grade 6
( ) Grade 7
( ) Grade 8
( ) Grade 9
( ) Grade 10
( ) Grade 11
( ) Grade 12

( ) 1 year of college
( ) 2 years of college
( ) 3 years of college
( ) 4 years of college
( ) Master's degree
( ) Ph.D., M.D., or other advanced professional degree
( ) Never knew my father

45. Please describe below the job your father held when you were age 16. Which of the categories below comes closest to describing that job? If father was deceased when you were age 16, give his occupation at time of death. (MARK ONE)

( ) CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent

( ) CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter

( ) FARMER, FARM MANAGER

( ) HOMEMAKER ONLY

( ) LABORER such as construction worker, car washer, sanitary worker, farm laborer

( ) MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official

( ) MILITARY such as career officer, enlisted man in the Armed Forces

( ) OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver

( ) PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, athlete, politician, but not including school teacher

( ) PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher

( ) PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner

( ) PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter

( ) SALES such as salesperson, advertising or insurance agent, real estate broker

( ) SCHOOL TEACHER such as elementary or secondary

( ) SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter

( ) TECHNICAL such as draftsman, medical or dental technician, computer programmer

( ) never worked

( ) don't know

( ) never knew my father

46. In all, how many people including yourself are now living in your home? (MARK ONE)

( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( ) 6 ( ) 7
( ) 8 or more

47. Of the people living at home, now many are 16 years of age or older? (MARK ONE)

( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( ) 6 ( ) 7
( ) 8 or more

48. Of these people 16 years or older, how many are employed? (MARK ONE)

( ) 0 ( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( ) 6
( ) 7 ( ) 8 or more

49. Of the people 16 years or older, how many are unemployed and looking for work? (MARK ONE)

( ) 0 ( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( ) 6
( ) 7 ( ) 8 or more

50 Mark the amount which comes closest to the amount of money your family makes in a year (MARK ONE)

( ) $6,999 or less
( ) $7,000 - $11,999
( ) $12,000 - $15,999
( ) $16,000 - $19,999
( ) $20,000 - $24,999
( ) $25,000 - $37,999
( ) $38,000 or more

II G: Participant's Background Information

51. Sex (MARK ONE)

( ) Male ( ) Female

52. Age (MARK ONE)

( ) 15 or younger ( ) 18 ( ) 21 ( ) 24
( ) 16 ( ) 19 ( ) 22 ( ) 25
( ) 17 ( ) 20 ( ) 23 ( ) 26 or older

53. Marital Status (MARK ONE)

( ) Single ( ) Married ( ) Divorced ( ) Separated ( ) Widowed

54. Number of children (MARK ONE)

( ) 0 ( ) 1 ( ) 2 ( ) 3 ( ) 4 or more

55. Race/Ethnicity (MARK ONE)

( ) Asian
( ) Black
( ) Hispanic
( ) Native American
( ) White
( ) Other - specify_____

(For use in
Spring 1982 only)

PART IIIA: VOCATIONAL AND CAREER PROGRAMS

1. Were you enrolled in a vocational or career program since September 1 of last year?

   ( ) Yes (GO TO NEXT QUESTION)
   ( ) No (SKIP TO PART G)

2. Which vocational programs were you enrolled in? (MARK ALL THAT APPLY)

   ( ) Apprenticeship
   ( ) CETA
   ( ) Distributive Education
   ( ) Cooperative Office Education
   ( ) Intensive Office Education
   ( ) Occupational Work Experience or Work/Study
   ( ) Experience-Based Career Education
   (e.g., Academy, Spectrum, or Internship)
   ( ) Career Skills Center (e.g., Fort Hayes, Swensons, JFK)
   ( ) Other – Specify

3. How many months since September 1, 1981 were you in the school-based (classroom) part of this vocational program?

   _____ number of months (MAXIMUM IS TEN–ENTER ZERO IF NONE)

4. What was the average number of hours per week you spent in the school-based part of this vocational program?

   _____ hours per week (ENTER ZERO IF NONE)

5. How many months since September 1, 1981 were you at a workplace as part of this program?

   _____ number of months (MAXIMUM IS TEN–ENTER ZERO IF NONE)

6. What was the average number of hours per week you spent at the workplace as a part of this program?

   _____ hours per week (ENTER ZERO IF NONE)

7. Which occupational field best describes the type of vocational preparation or career exploration you received in this program? (MARK ONE)

( ) Agriculture, including horticulture
( ) Auto mechanics
( ) Commercial arts
( ) Computer programming and computer operations
( ) Carpentry trades
( ) Electrical trades
( ) Masonry trades
( ) Plumbing trades
( ) Cosmetology, hairdressing, or barbering
( ) Drafting
( ) Electronics
( ) Home economics, dietetics, child care
( ) Machine Shop
( ) Medical or dental assisting
( ) Nursing or other health care
( ) Food preparation
( ) Sales or merchandising
( ) Secretarial, typing, or other office work
( ) Welding
( ) Other – Specify

8. What is your job title at the worksite? (examples: stock clerk, electrician's apprentice, typist)

Job title _____

( ) Not applicable, I am a student observer

PART IIIB: EMPLOYMENT

1. How many jobs (for pay) have you held since September 1 of last year?

( ) 0 . . . . . (SKIP TO QUESTION 9)
( ) 1 . . . . . (GO TO NEXT QUESTION)
( ) 2 . . . . . (GO TO NEXT QUESTION)
( ) 3 or more . . . . . (GO TO NEXT QUESTION)

2. How many months did you work on those jobs since last September?

_____ months (MAXIMUM IS TEN)

3. How many hours a week did you typically work on those jobs?

_____ hours per week

4. What is your hourly wage on your current job or your most recent job?

   $ _____ hourly wage

5. Did you receive a raise in pay on any job since last September?

   ( ) Yes
   ( ) No
   ( ) Not applicable

6. Which of the job categories below comes closest to the kind of work you do? (If more than one kind of work, choose the one in which you work the most.) (MARK ONE)

   ( ) Lawn work or odd jobs
   ( ) Waiter or waitress
   ( ) Baby sitting/child care
   ( ) Farm or agricultural work
   ( ) Factory work
   ( ) Skilled trade
   ( ) Construction work
   ( ) Other manual labor
   ( ) Store clerk or cashier
   ( ) Office or clerical
   ( ) Hospital or health
   ( ) Security
   ( ) Food preparation
   ( ) Maintenance
   ( ) Other _____

7. What kind of employer do you work for now or in the last job? (MARK ONE)

   ( ) Government (city, state, county)
   ( ) Private company or business (like J. C. Penney Co. or Ben's Carryout)
   ( ) Nonprofit organization (like church or charity)
   ( ) Neighbor or friend

8. Was the pay you received from any of your jobs since last September paid for by the C.E.T.A. or other government program?

   ( ) Yes
   ( ) No
   ( ) Don't know

9. Are you employed now?

   ( ) Yes (SKIP TO QUESTION 11)
   ( ) No (GO TO NEXT QUESTION)

10. Why did you leave your last job? (MARK ONE)

( ) Quit
( ) Laid off because of the poor economy
( ) Period of assignment was seasonal (e.g., holiday seasons)
( ) Period of assignment was limited (e.g., temporary job)
( ) Terminated: Poor performance
( ) Terminated: Poor work habits
( ) Terminated: Poor attitude
( ) Never worked
( ) Other – Specify _____

11. What would you say about the availability of jobs in general for people your age? (MARK ONE)

( ) Jobs are plentiful
( ) Jobs are available if you know where to look
( ) There aren't enough jobs to go around
( ) There are no job openings at this time

12. What is the lowest **hourly wage** you would be willing to accept for a full-time job after you finish school or your training program? (MARK ONE)

( ) $1.99 or less
( ) $2.00 or $2.49
( ) $2.50 to $2.99
( ) $3.00 to $3.34
( ) $3.35 to $3.49
( ) $3.50 to $3.99
( ) $4.00 to $4.49
( ) $4.50 to $4.99
( ) $5.00 to $5.49
( ) $5.50 to $5.99
( ) $6.00 to $6.49
( ) $6.50 to $6.99
( ) $7.00 to $7.99
( ) $8.00 to $8.99
( ) $9.00 to $9.99
( ) $10.00 or more

PART IIIC: TRAINING TIME

THE QUESTIONS IN THE FOLLOWING SECTIONS ARE ABOUT THE TRAINING AND SUPERVISION YOU RECEIVED IN YOUR PRESENT OR MOST RECENT JOB, OR IN AN E.B.C.E. PLACEMENT. (IF YOU DID NOT HAVE A JOB OR E.B.C.E. PLACEMENT BETWEEN LAST SEPTEMBER AND NOW, CHECK THIS BOX ☐ AND STOP.)

1. Did you receive formal training (such as self-paced learning programs or training done by specialized training personnel) or is all the training informal, on-the-job training?

   ( ) Formal training was provided (GO TO NEXT QUESTION)
   ( ) All training is informal, on-the-job (SKIP TO QUESTION 3)
   ( ) E.B.C.E. students don't get formal job training (SKIP TO QUESTION 3)

2. During the first 3 months at work, what was the **total number of hours** you spent on formal training (such as self-paced learning programs or training done by specialized training personnel)?

   _____ hours of formal training

THE FOLLOWING QUESTIONS ARE ABOUT **INFORMAL**, ON-THE-JOB TRAINING AND SUPERVISION

3. During their first 3 months at work, what was the total number of hours your worksite supervisor spent giving you **informal** training or extra supervision?

   _____ hours

4. How many other supervisors and co-workers give you informal training?

   _____ other supervisors and co-workers

5. During the first 3 months of work, what was the total number of hours other supervisors and co-workers spent away from other activities giving you **informal** training or extra supervision?

   _____ hours

PART IIID: CONTENT OF TRAINING

1. In the first three months at work, approximately how many total hours did you spend away from normal work activities filling out forms and being told about the company history, benefits, and rules? (ESTIMATE IF YOU DO NOT KNOW THE EXACT FIGURE)

   _____ hours ( ) not applicable

2. During the first three months, how many total hours did you spend watching other people do the job rather than doing it yourself?

   _____ hours ( ) not applicable

3. How many of the skills that you learned in this job are useful outside of this company?

   ( ) Almost all
   ( ) Most
   ( ) Some
   ( ) Almost none
   ( ) Don't know
   ( ) Not applicable

4. Focusing on those skills that are useful outside your company, how many other companies in the local labor market have jobs that require these skills? Would you guess . . .

   ( ) Fewer than 5
   ( ) 5 to 15
   ( ) 16 to 100
   ( ) Over 100
   ( ) Don't know
   ( ) Not applicable

5. THE FOLLOWING ATTITUDES AND SKILLS CAN BE LEARNED IN SCHOOL, AT HOME, AND ON THE JOB.

Assuming a goal of 100% for each of the following items, estimate what percent was accomplished:

a) Before you began this job (or program)
b) While on this job (or program)
c) What percent do you still need to learn?

		Before This Job		On This Job		Yet To Be Learned		Not Applicable
a.	Math and reading skills	_____	+	_____	+	_____	= 100%	( )
b.	Getting along with others	_____	+	_____	+	_____	= 100%	( )
c.	Responsibility and dependability	_____	+	_____	+	_____	= 100%	( )
d.	Basic understanding of business/work	_____	+	_____	+	_____	= 100%	( )
e.	Specific job skills	_____	+	_____	+	_____	= 100%	( )
f.	Taking pride in the work	_____	+	_____	+	_____	= 100%	( )

PART IIIE: EMPLOYEE PRODUCTIVITY

DIRECTIONS: PRODUCTIVITY IS THE AMOUNT OF WORK DONE BY A WORKER. RATE YOUR PRODUCTIVITY FOR YOUR JOB ON A SCALE OF 0 TO 100 WHERE 100 EQUALS THE HIGHEST PRODUCTIVITY AND 0 IS NO WORK ACCOMPLISHED.

1. What productivity score would you have given yourself after the first 2 weeks on your most recent job? _____

2. What productivity score would you give yourself now or the last week you were at work? _____

3. What productivity score would you give a typical worker who has been in your job for 2 years? _____

FOLLOW-UP STUDY

THE DATA THAT YOU HAVE PROVIDED OUR RESEARCHERS HAS BEEN VERY USEFUL IN IMPROVING VOCATIONAL PROGRAMS AND JOB OPPORTUNITIES FOR YOUTH. WE WOULD LIKE TO CONTACT YOU ONE MORE TIME IN THE SPRING OF 1983.

1. Do you plan to be in the same school/or program that you are in now?

   ( ) Yes (STOP–THANK YOU FOR COMPLETING OUR SURVEY)
   ( ) No (CONTINUE)

2. PLEASE PRINT YOUR NAME, ADDRESS, AND THE TELEPHONE NUMBER WHERE YOU CAN MOST USUALLY BE REACHED DURING THE NEXT YEAR.

YOUR NAME _____ PARENT'S NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

TELEPHONE (_____) _____

3. IN CASE YOUR FAMILY MOVES PROVIDE THE NAME, ADDRESS, AND PHONE NUMBER OF AN ADULT WHO WILL KNOW YOUR NEW ADDRESS.

NAME OF SOMEONE _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

TELEPHONE (_____) _____

THANK YOU FOR COMPLETING OUR SURVEY

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

THE OHIO STATE UNIVERSITY

EMPLOYABILITY FACTORS STUDY–WAVE III

GENERAL INSTRUCTION–READ CAREFULLY

- Read all of the instructions carefully.
- Watch for instructions in **boxes**. These instructions will tell you where you should skip over sections.
- Look over your answers when you have finished to make sure you have answered the questions correctly and completely. If a problem is found in your questionnaire during checking, **there could be a delay in the mailing of your check.**
- Write down your telephone number so that if we find a problem during our checking process, we can call you and straighten it out. If we cannot contact you to resolve problems, we might not be able to issue your check.

Your telephone number _____

- Make sure that you sign the contract for payment which is **on the back** of this questionnaire. **We cannot pay you without your signature.**

PART A: COMPETENCIES NEEDED TO GET A JOB

IMPORTANT: You will probably recognize the items in PART A and PART B. You have rated these items on previous questionnaires. Since people sometimes change their opinions, we want to know how you would rate these items at this time.

DIRECTIONS: The following items are different things that employers could learn about persons applying for jobs. Rate the items below to show how you believe they would influence employers' hiring decisions. Think about the types of jobs you might apply for and circle the number under the heading you think best applies.. (CIRCLE ONLY **ONE NUMBER** FOR EACH ITEM)

BASED UPON THE KINDS OF JOBS YOU MIGHT APPLY FOR, HOW WOULD EMPLOYERS BE INFLUENCED TO HIRE SOMEONE WHO . . .	very positively	positively	somewhat positively	not at all	somewhat negatively	negatively	would not hire
1. Looked clean and neat at the interview?	+3	+2	+1	0	-1	-2	-3
2. Gave false information on job application?	+3	+2	+1	0	-1	-2	-3
3. Asked many questions about the job or the company during the interview?	+3	+2	+1	0	-1	-2	-3
4. Understood that a beginner sometimes does boring and low-level work tasks?	+3	+2	+1	0	-1	-2	-3
5. Couldn't read a newspaper?	+3	+2	+1	0	-1	-2	-3
6. Got confused when asked a simple question?	+3	+2	+1	0	-1	-2	-3
7. Used poor grammar when speaking?	+3	+2	+1	0	-1	-2	-3
8. Filled out a job application in a neat and correct manner?	+3	+2	+1	0	-1	-2	-3
9. Called employer after interview to show interest in getting the job?	+3	+2	+1	0	-1	-2	-3
10. Was late for interview appointment?	+3	+2	+1	0	-1	-2	-3
11. Attached a complete job resume to application?	+3	+2	+1	0	-1	-2	-3
12. Asked for 25 cents an hour more than the job normally pays?	+3	+2	+1	0	-1	-2	-3
13. Got A's and B's in all math courses?	+3	+2	+1	0	-1	-2	-3
14. Had not completed high school?	+3	+2	+1	0	-1	-2	-3
15. Had never worked before?	+3	+2	+1	0	-1	-2	-3
16. Had 3 jobs in last 6 months?	+3	+2	+1	0	-1	-2	-3
17. Had a previous employer who would rehire him or her?	+3	+2	+1	0	-1	-2	-3
18. Was convicted for possession of marijuana?	+3	+2	+1	0	-1	-2	-3
19. Had only done jobs like lawnmowing, babysitting, and delivering newspapers?	+3	+2	+1	0	-1	-2	-3
20. Was absent 12 different times in his/her last school year?	+3	+2	+1	0	-1	-2	-3
21. Had taken vocational education curriculum in high school?	+3	+2	+1	0	-1	-2	-3
22. Had training in the job skills needed for this job but no experience?	+3	+2	+1	0	-1	-2	-3
23. Was 15% less productive than other workers in his/her last job because he/she wasn't trying?	+3	+2	+1	0	-1	-2	-3
24. Was late for work 3 times last year?	+3	+2	+1	0	-1	-2	-3
25. Was absent from work 12 different times last year?	+3	+2	+1	0	-1	-2	-3
26. Was 15% less productive than other workers in last job even though he/she was trying?	+3	+2	+1	0	-1	-2	-3

PART B: COMPETENCIES NEEDED TO KEEP A JOB

DIRECTIONS: The following items present situations that could cause employees to have problems at a job during the first few months of employment. We would like to know what your present or most recent supervisor would do the **first time** any one of these situations occurred. Circle one answer to show most closely what your supervisor would do for each problem. IF YOU HAVE NEVER WORKED, make a best guess at what a supervisor would do. (CIRCLE ONLY **ONE LETTER** FOR EACH ITEM)

WHAT WILL YOUR SUPERVISOR DO THE FIRST TIME AN EMPLOYEE . . .	a ignore	b discuss if persists	c discuss immediately	d warning	e suspend	f fire immediately
1. Wears flashy or sexy clothes to work?	a	b	c	d	e	f
2. Comes to work dirty or sloppy?	a	b	c	d	e	f
3. Shows up for work drunk or stoned?	a	b	c	d	e	f
4. Acts angry or sulks when criticized?	a	b	c	d	e	f
5. Gripes about working conditions, like short coffee breaks or working unpopular shifts?	a	b	c	d	e	f
6. Gets into an argument with co-workers?	a	b	c	d	e	f
7. Puts more hours on time sheet than actually worked?	a	b	c	d	e	f
8. Refuses to do a job because it is actually undesirable or "beneath his/her dignity?"	a	b	c	d	e	f
9. Can't read written directions to complete a job?	a	b	c	d	e	f
10. Doesn't write telephone messages or memos that are easy to understand?	a	b	c	d	e	f
11. Makes many mistakes in spelling, grammar, and punctuation?	a	b	c	d	e	f
12. Speaks so poorly that co-workers can't understand what is being said?	a	b	c	d	e	f
13. Makes many mistakes adding, subtracting, multiplying, or dividing numbers?	a	b	c	d	e	f
14. Tries but takes twice as long as other workers to learn a new job?	a	b	c	d	e	f
15. Tries but is 15% less productive than other workers with the same training?	a	b	c	d	e	f
16. Doesn't try and is 15% less productive than other workers with the same training?	a	b	c	d	e	f
17. Seems not to be trying but is no less productive than other workers?	a	b	c	d	e	f
18. Takes an extra hour of break time but finishes assigned work anyway?	a	b	c	d	e	f
19. Misses 2 different days of work the first month?	a	b	c	d	e	f
20. Doesn't call in when sick?	a	b	c	d	e	f
21. Is 20 minutes late to work and has no good excuse?	a	b	c	d	e	f
22. Causes $100 of damage to a piece of equipment?	a	b	c	d	e	f
23. Spends 15 minutes making personal telephone calls during one work day?	a	b	c	d	e	f
24. Needs twice as much supervision as others?	a	b	c	d	e	f
25. Finishes work assigned but does not report back to supervisor for more work?	a	b	c	d	e	f

PART C: MOST IMPORTANT THINGS TO DO WHEN APPLYING FOR A JOB

A. If you were to apply for a job tomorrow, which three (3) of the seven items listed below would you consider the most important to do? In the space before the item, put a "1" by the item you believe to be the **most important** thing to do to get a job, a "2" beside the next most important, and a "3" beside the third most important.

B. After you have done this, find the item you believe to be the **least important** and put an "X" beside its number.

_____ 1. Being especially neat and clean when going to the employer
_____ 2. Being careful to speak correctly
_____ 3. Filling out the job application in a neat and clean manner
_____ 4. Being on time for an interview appointment
_____ 5. Asking questions about the company during an interview
_____ 6. Calling the employer after the interview to show interest in getting the job
_____ 7. Convincing the employer that your skills and knowledge from past jobs and school relate to the job

PART D: ACTIONS MOST LIKELY TO GET AN EMPLOYEE INTO TROUBLE

A. Read through the list of fifteen items listed below. Then, thinking about your present job or the last job you held, pick five (5) of the following fifteen actions that would be most likely to get you into **serious** trouble. Put a "1" by the behavior that would be the worst thing you could do on the job. Put a "2" beside the next worst, and so on to the fifth worst thing you could do on the job.

B. After you have done this, go over the list again, only this time put an "X" beside the **three (3) least serious** things you could do on the job.

If you have never been employed, pick the items that you think would be the ones most likely to get you into serious trouble.

_____ 1. Wearing flashy or sexy clothes to work
_____ 2. Reporting to work looking dirty and sloppy
_____ 3. Drinking or getting a little stoned before reporting to work
_____ 4. Acting angry and hostile or sulking when criticized
_____ 5. Griping about working conditions like short breaks or late hours
_____ 6. Getting into arguments with co-workers
_____ 7. Claiming to have worked more hours than you actually worked
_____ 8. Refusing to do something you were told to do because you didn't like the task
_____ 9. Messing up a job because you forgot instructions, requiring you to take more time to re-do the job right
_____10. Forgetting to call your employer when you stay home sick
_____11. Losing or ruining a tool or a piece of equipment
_____12. Making personal telephone calls during work hours
_____13. Finishing work assigned to you but not immediately reporting to your supervisor for another assignment
_____14. Taking small items, materials, or products home with you without asking permission or paying for them
_____15. Taking more time than allowed for breaks or lunch

PART E: GENERAL INFORMATION

1. Are you: (CIRCLE ONE)
   1. Single
   2. Single, but planning to get married in the next 12 months
   3. Married
   4. Separated or divorced
   5. Other (list) _____

2. How many children do you have? _____ children

3. Which of the following best describes your present living situation? (CIRCLE ONE)
   1. Living at home with parent(s)
   2. Living with a relative
   3. Living by myself
   4. Living with others about my age
   5. Living with my husband or wife
   6. Other (list) _____

4. Thinking about yourself **five years from now**, circle all of the items below that you think apply to what you will be doing then, or how you will be living. (CIRCLE ALL THAT APPLY)
   1. Staying at home with children
   2. Will be a parent
   3. Working at a part-time job
   4. Working at a full-time job
   5. Will be working at the same job I have now
   6. In the military
   7. In college or a technical school
   8. In an apprenticeship program
   9. Single

5. Again, thinking about yourself five years from now, how well off do you think you will be? (CIRCLE ONE)
   1. Better off than I am now
   2. About the same as I am now
   3. Worse off than I am now

6. Are you now, or are you considering going into the military sometime in the next 12 months?
   1. No . . . (SKIP TO PART F)
   2. Yes, I am currently in the military
   3. Yes, I am considering enlistment in the next 12 months

7. Below is a list of reasons people go into the military services. Circle the reasons that best describe why you joined or are thinking about joining the military.
   1. Could not or cannot find any job
   2. Could not or cannot find a good job
   3. Wanted to get training
   4. Wanted to see other places
   5. It's my duty
   6. Adventure
   7. Not sure why
   8. Other (list) _____

8. How many years would you stay in the military? Write down your best guess if you are not totally sure. _____ years

IMPORTANT

IF YOU ARE CURRENTLY WORKING, CONTINUE WITH PART F.

IF YOU ARE CURRENTLY NOT WORKING, BUT ARE LOOKING FOR WORK, SKIP TO PART G.

IF YOU ARE CURRENTLY NOT WORKING, AND ARE NOT LOOKING FOR WORK, SKIP TO PART H.

PART F: CURRENTLY WORKING

1. How many hours did you work **last week** on all jobs, including overtime? _____ hours

2. How many of these hours were overtime? _____hours

3. Do you have . . . (CIRCLE ONE)
   1. Only one job, or,
   2. A main job and a second job

4. If you worked fewer than 35 hours last week at your main job, what was the reason? (CIRCLE ONE)
   1. Did not work less than 35 hours
   2. Job is only part-time
   3. Full-time week is less than 35 hours
   4. Holiday during week
   5. Bad weather limited the week
   6. Personal illness
   7. Transportation difficulties
   8. On vacation
   9. Did not want to work more than 35 hours
   10. Other (list) _____

5. What kind of employer do you work for on your main job? (CIRCLE ONE)
   1. Government (city, county, state, federal)
   2. Military
   3. Private company or business (like J.C. Penney Co. or Ben's Carryout)
   4. Nonprofit organization (like a church or charity)
   5. Neighbor or friend

6. What is your job title at your main job? _____

7. List the five things that you do most of the time on your main job.

   _____ _____

   _____ _____

   _____ _____

8. How many hours a week do you usually work at your main job?
   _____ hours

9. About how much do you make **per hour** at your main job (what is your hourly wage)?
   $ ____ . ____ per hour

10. Which of the following benefits do you get at your main jobs? (CIRCLE ALL THAT APPLY)
    1. Paid sick leave
    2. At least one week paid vacation per year
    3. Full or partially paid medical insurance

11. Thinking about the work you do, your hourly pay and the benefits you receive, how well would you say you are paid?

    1. Well paid for what I do
    2. Paid about right for what I do
    3. Not paid enough for what I do

12. Productivity refers to the amount of work done by a worker. On the line below, put an "X" at the point that you think best represents how productive you were **after the first two weeks** at your main job. You can think of one end of this line as 0% work done (nothing done), and the other end as the most work **anyone** could do on your job.

    0% — No work done — 100% — The most work **anyone** could do

13. On the line below, put an "X" at the point that you think best represents how productive you were **during the last week of work**. Take your time and think carefully.

    0% — No work done — 100% — The most work **anyone** could do

14. How likely do you think it is that you will still be working at your main job **one year** from now?

    1. Probably **will not** be working for the same employer
    2. Not sure, may be or may not be
    3. Probably **will** be working for the same employer

15. How likely do you think it is that you will still be working at your main job **five years** from now?

    1. Probably **will not** be working for the same employer
    2. Not sure, may be or may not be
    3. Probably **will** be working for the same employer

16. If you were to lose your present job(s) and have to go looking for work, how many **weeks** do you think it might take you to find a job you would be willing to take?

    _____ weeks

17. If you were to lose your present job(s) and have to go looking for work, what is the lowest **hourly pay** you woud accept to take a full-time job **of any kind**?

    $_____ . _____ per hour

NOTE: SKIP TO PART J

PART G: NOT WORKING, LOOKING FOR WORK

Which of the following best describes why you are not working at your last job? (CIRCLE ONE)

1. Have never worked before
2. Personal or family reasons
3. Temporary job, job ended
4. Laid off, not enough work
5. Disagreement with employer
6. Not happy with pay
7. Did not like hours
8. Did not like type of work
9. Became pregnant
10. Child care responsibilities
11. Transportation difficulties
12. Other (list) _____

2. About how many **months** has it been since you last worked for pay?
   _____ months (IF YOU HAVE NEVER WORKED, WRITE "NEVER WORKED")

3. About how many week have you been looking for work?
   _____ weeks

4. How many **hours** do you want to work per week at a job?
   _____ hours (40 HOURS IS AN AVERAGE FULL-TIME WEEK)

5. How much do you expect to make **per hour** when you find a job?
   $ ____ . _____per hour

6. About how many **more weeks** do you expect that it will take you to find a job?
   _____ weeks

7. What is the lowest pay **per hour** you would accept to take a job of any kind?
   $____ . ____ per hour

8. What have you been doing to find a job? (CIRCLE ALL THAT APPLY)

   1. Visited the state employment agency
   2. Visited a private employment agency
   3. Visited employers directly
   4. Looked at "help wanted" ads in the newspapers
   5. Asked friends and relatives about possible jobs
   6. Checked with community action agencies like the Urban League
   7. Other (list) _____

NOTE: SKIP TO PART I

PART H: NOT WORKING, NOT LOOKING FOR WORK

1. How many **months** has it been since you last worked for pay?
   _____ months (IF YOU HAVE NEVER WORKED, WRITE "NEVER WORKED")

2. Why did you leave your last job?
   1. Have never worked before
   2. Quit or resigned
   3. Laid off
   4. Fired
   5. Other (list) _____

3. What is the **main** reason that you are not looking for work now? (CIRCLE ONE)
   1. Personal or family reasons
   2. Personal injury or illness
   3. Child care responsibilities
   4. Pregnancy
   5. Transportation difficulties
   6. In school or training
   7. Spouse against my working
   8. Layoff
   9. Labor disputes
   10. Job discrimination
   11. Lack of experience
   12. Not able to find work
   13. Lack of skills or education
   14. Do not want to work
   15. Don't need to work
   16. Other (list) _____

4. DO YOU WANT A REGULAR JOB NOW? (CIRCLE ONE)
   1. No, do not want to work
   2. Yes, would like to work part-time
   3. Yes, would like to work full-time

5. What is the **lowest hourly pay** you would accept on a job if you did work?
   $____ . ____ per hour

6. Would you be able to take a job if one became immediately available?
   1. Yes
   2. No

7. Do you plan to look for work within the next 12 months?
   1. Yes, definitely
   2. Possibly
   3. No, definitely not

PART I: NOT WORKING, BUT HAVE WORKED

1. Have you ever had a job where you worked for pay?
   1. No . . . (SKIP TO PART K)
   2. Yes

2. On your last job, about how many **hours** did you usually work in a **week**?
   _____ hours (IF HOURS VARIED, ESTIMATE AVERAGE PER WEEK)

3. What kind of employer did you work for on your last job? (CIRCLE ONE)
   1. Government (city, county, state, federal)
   2. Military
   3. Private company or business (like J.C. Penney Co. or Ben's Carryout)
   4. Nonprofit organization (like church of charity)
   5. Neighbor or friend

4. What was your job title on your last job?

5. List the five things that you did most of the time on your last job.

   _____ _____

   _____ _____

   _____

6. About how much did you make **per hour** at your last job?
   $_____._____ per hour

7. Which of the following benefits did you get at your last job? (CIRCLE ALL THAT APPLY)
   1. Paid sick leave
   2. At least one week paid vacation per year
   3. Full or partially paid medical insurance

8. Thinking about the work you did on your last job, the hourly pay, and the benefits you received, how well would you say you were paid? (CIRCLE ONE)
   1. Well paid for what I did
   2. Paid about right for what I did
   3. Not paid enough for what I did

9. Productivity refers to the amount of work done by a worker. On the line below, put an "X" at the point that you think best represents how productive you were **after the first two weeks** of your last job. You can think of one end of the lines as 0% work done (nothing done), and the other end as the most work **anyone** could do on your job.

   0% — No work done — 100% — The most work **anyone** could do

10. On the line below, put an "X" at the point that you think best represents how productive you were **during your last week** of work at your last job. Take your time and think carefully.

    0% — No work done — 100% — The most work **anyone** could do

PART J: WORK ACTIVITIES

1. Have you worked since June 1982?
   1. No . . . (SKIP TO PART K)
   2. Yes . . . (COMPLETE THIS PAGE)

	June 82	July 82	August 82	September 82	October 82
2. Number of weeks worked during each month. If you did not work during **this month,** write down "0" weeks and answer question number 8 for each month. (WRITE NUMBER FOR EACH MONTH; MAXIMUM IS 4)	_____	_____	_____	_____	_____
3. Number of hours worked in a **typical** week during each month.	_____	_____	_____	_____	_____
4. **Hourly wage** earned during the **last week you worked** in each month.	$____.____	$____.____	$____.____	$____.____	$____.____
5. Total number of hours spent in **formal training** (such as self-paced learning programs or training done by special training personnel) in each month.	_____	_____	_____	_____	_____
6. Total number of hours spent in **informal on-the-job training** (such as extra supervision or instruction by your supervisor) during each month.	_____	_____	_____	_____	_____
7. Write in what your job was at the end of each month. (IF SAME AS PREVIOUS MONTH, WRITE "SAME")	_____	_____	_____	_____	_____
8. If you did not work during each month, pick the reason (from the list that follows) which best matches your reason for not working, and write down the number.	_____	_____	_____	_____	_____

REASONS FOR NOT WORKING

1. Personal or family reasons
2. Personal injury or illness
3. Child care responsibilities
4. Pregnancy
5. Transportation difficulties
6. In school or training
7. Spouse against my working
8. Layoff
9. Labor dispute
10. Job discrimination
11. Lack of experience
12. Lack of skills or education
13. Not able to find work
14. Don't want to work
15. Don't need to work
16. Other _____

OVER THE LAST 12 MONTHS

November 82	December 82	January 83	February 83	March 83	April 83	May 83	June 83	
_____	_____	_____	_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	_____	_____	_____	*S&D*
$.	$.	$.	$.	$.	$.	$.	$.	
_____	_____	_____	_____	_____	_____	_____	_____	*S&D*
_____	_____	_____	_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	_____	_____	_____	*S&D*

9. Did you attend school during any month since July 1982? (CIRCLE ONE)

   1. No . . . (SKIP TO PART L)
   2. Yes . . . (COMPLETE THIS PAGE)

	July 82	August 82	September 82	October 82	November 82
10. Number of weeks during each month that you were in school or vocational training. (IF NONE, WRITE "0" AND ANSWER QUESTIONS FOR THE NEXT MONTH)	_____	_____	_____	_____	_____
11. Number of hours **per week** spent in school or training during each month.	_____	_____	_____	_____	_____
12. Were you a **FULL-TIME** or a **PART-TIME** student during each month? (WRITE "F" or "P")	_____	_____	_____	_____	_____
13. Was the schooling you received during each month vocational training? (WRITE: YES, NO, or PARTLY)	_____	_____	_____	_____	_____
14. From the list at the bottom of the page, choose the item that best represents the type of school you attended during each month. (WRITE DOWN ITEM NUMBER)	_____	_____	_____	_____	_____

TYPES OF SCHOOLS:

1. High school
2. GED (General Educational Diploma)
3. Adult education
4. College: Two-year program
5. College: Four-year program
6. Vocational school
7. Business school
8. Technical school
9. Other _____

OVER THE LAST 12 MONTHS

December 82	January 83	February 83	March 83	April 83	May 83	June 83

PART K: EDUCATION

1. Which of the following items best represents the type of courses you took in high school? (CIRCLE ONE)
   1. I took courses that would give me skills I needed to get a **specific** kind of job.
   2. I mostly took courses that would get me ready to go to college.
   3. I took courses needed to get a high school diploma, but not necessarily to prepare me for any particular type of work or for college.

2. Which of the following best describes your grades in the last four years of high school? (CIRCLE ONLY ONE)
   1. Mostly D's or lower, or about a 1.3 average
   2. About half C's and half D's or about a 1.5 average
   3. Mostly C's, or about a 2.0 average
   4. About half B's and half C's, or about a 2.5 average
   5. Mostly B's, or about a 3.0 average
   6. About half A's and half B's, or about a 3.5 average
   7. Mostly A's, or about 3.9 average

3. How much do you think the vocational courses you took in high school have helped you in **finding** and **keeping** a job? (CIRCLE ONLY ONE)
   1. No vocational courses in high school
   2. Have never looked for work
   3. Very little
   4. Some
   5. Quite a bit

4. How much do you think the other subjects you took in high school (like math and English) have helped you in finding and keeping a job?
   1. Have never looked for work
   2. Very little
   3. Some
   4. Quite a bit

5. In general, how well do you think your high school did in providing you with a good education?
   1. Excellent job
   2. Good job
   3. OK, but could have been better
   4. Not so good

6. In general, about how hard would you say that you studied in high school?
   1. I worked about as hard as I could.
   2. I worked pretty hard, but I probably could have worked a little harder.
   3. I did just about what I had to, but I could have worked a lot harder.
   4. I really made little effort; I just didn't try.

7. As of right now, have you finished high school?
   1. No, not yet
   2. Yes

8. If you have plans for education beyond your high school diploma, indicate what kind of schooling or training you intend to get and what kind of degree or certificate (if any) you intend to get.

   _____

   _____

   _____

PART L: JOB VIEWS

We would like your opinion about the kind of work that people in certain jobs usually do. For each occupation in the following list, there are three descriptions of job duties. Circle the description you think best fits each job. **Be sure to read all of the possible answers before you decide.**

A. Hospital orderly–
   1. Helps to take care of hospital patients
   2. Orders food and other supplies for hospital kitchens
   3. Works at hospital desk where patients check in
   4. Don't know

B. Department store buyer–
   1. Selects the items to be sold in a section of a department store
   2. Checks on the courtesy of sales people by shopping at the store
   3. Buys department stores that are about to go out of business
   4. Don't know

C. Keypunch operator
   1. Operates a machine that sends telegrams
   2. Operates a machine that punches holes in cards used in computers
   3. Operates a cordless telephone switchboard and punches switch keys to make telephone connections

D. Fork lift operator–
   1. Operates a machine that makes a certain kind of agricultural tool
   2. Operates a freight elevator in a warehouse or factory
   3. Drives an electrical or gas-powered machine to move material in a warehouse or factory
   4. Don't know

E. Medical illustrator–
   1. Hands tools and equipment to a surgeon during an operation
   2. Demonstrates the use of various types of medicines
   3. Draws pictures that are used to teach anatomy and surgical operating procedures
   4. Don't know

G. Dietician–
   1. Waits on tables in a restaurant
   2. Suggests exercises for persons who are overweight or sick
   3. Plans menus for hospitals and schools
   4. Don't know

H. Economist–
   1. Prepares menus in a hospital, hotel, or other such establishment
   2. Does research on such matters as general business conditions, unemployment, etc.
   3. Assists a chemist in developing chemical formulas
   4. Don't know

I. Assembler–
   1. Puts together and fixes machines used on an assembly line
   2. Takes broken parts off an assembly line and sends them to scrap area
   3. Works on a production line putting parts together
   4. Don't know

PART M: GENERAL PERCEPTIONS

For the following eighteen questions, write in the word that makes the sentence closest to how you really feel. Write in one of the following words:

1. Always
2. Usually
3. Seldom
4. Never

Example: I always complete questionnaires carefully.

1. I _____ feel that I have influence over the things that happen to me.
2. I _____ feel awkward and out of place.
3. People who accept their condition in life are _____ happier than those who try to change things.
4. On the whole, I _____ am satisfied with myself.
5. I _____ think I am no good at all.
6. In my case, finding a job is _____ a matter of luck.
7. I _____ feel that I have a lot to be proud of.
8. When I make plans, I _____ am sure that I can make them work.
9. I _____ know exactly what I want out of life.
10. I _____ try to accomplish something worthwhile everyday.
11. I _____ feel a need to plan for the future.
12. Good luck is _____ more important than hard work for success.
13. I _____ take a positive attitude towards myself.
14. When I try to get ahead, someone or something _____ stops me.
15. What happens to me is _____ my own doing.
16. If I won a million dollars, I _____ would want to have a job.
17. My personal activities are _____ more important than my work.
18. I _____ consider my work to be a large part of who I am.

PART N: HIGH SCHOOL COURSE RECORD

It is very important that we get a profile on the number and the types of courses you took while in high school. Under each of the four years make a list of **all** the courses that you took during that year. Be as specific as you can. Again, this information is **very important**, so think back carefully and take your time.

9th grade	10th grade	11th grade	12th grade

PART O: INFORMATION ABOUT YOUR EMPLOYER

If you are currently employed, or have been since June 1982, we would like to know the name and address of the person who is your supervisor. We would like that person to fill out a questionnaire for PART A and PART B, like you have in this questionnaire.

Since we must keep information you give us confidential, we will not let your employer know any answers you have given us. Nobody but the researchers at the National Center will ever know about your answers.

Supervisor's Name: _____

Supervisor's Title: _____

Name of Business: _____

Address of Business: _____

_____

Telephone Number of Business: _____

WE APPRECIATE YOUR HELP WITH THIS VERY IMPORTANT STUDY OF YOUTH EMPLOYMENT.

Thank you for your time.

APPENDIX B

EMPLOYER QUESTIONNAIRE

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

THE OHIO STATE UNIVERSITY

EMPLOYABILITY FACTORS STUDY–WAVE III

EMPLOYER QUESTIONNAIRE

NOTE TO RESPONDENTS

This questionnaire is designed to gather information for the final year of a three year, four state study on youth employment being conducted by the National Center for Research in Vocational Education at The Ohio State University. In addition to gathering information from young people over the three years, we are very interested in what employers believe to be important with respect to young people finding and keeping jobs.

As an employer of one of the study's respondents, we would like you to take 10 to 15 minutes and complete this questionnaire. The information from this study will be used to make recommendations to educators for improving youth's preparation for work.

The person presently or formerly employed by your firm, who has given us your name, is _____ . If you do not know or remember this person, or you feel strongly that you do not wish to answer specific evaluative questions, please answer only the general sections of the questionnaire.

If you have any questions or concerns, please feel free to call me, Richard Miguel, or Robert Foulk at (614) 486-3655 or toll-free at (800) 848-4815 if you are not located in Ohio.

Lastly, as a token of our appreciation for your assistance in this matter, we will pay you $10.00 as a consultant fee once we receive the completed questionnaire. So that we can pay you, please complete and return the enclosed "Certification of Services" form with the questionnaire.

PART A: COMPETENCIES NEEDED TO GET A JOB

DIRECTIONS: The following items are information that an employer could learn about a person who is applying for a job. Rate each item to show how it would influence you to hire a young worker who is in, or who has just graduated from high school. (Circle only ONE NUMBER for each item)

AS A SUPERVISOR, HOW WOULD YOU BE INFLUENCED TO HIRE AN APPLICANT WHO . . .

		very positive	positively	somewhat positive	not at all	somewhat negative	negatively	would not hire
1.	Looked clean and neat at the interview?	+3	+2	+1	0	-1	-2	-3
2.	Gave false information on job application?	+3	+2	+1	0	-1	-2	-3
3.	Asked many questions about the job or the company during the interview?	+3	+2	+1	0	-1	-2	-3
4.	Understood that a beginner sometimes does boring and low-level work tasks?	+3	+2	+1	0	-1	-2	-3
5.	Couldn't read a newspaper?	+3	+2	+1	0	-1	-2	-3
6.	Got confused when asked a simple question?	+3	+2	+1	0	-1	-2	-3
7.	Used poor grammar when speaking?	+3	+2	+1	0	-1	-2	-3
8.	Filled out a job application in a neat and correct manner?	+3	+2	+1	0	-1	-2	-3
9.	Called employer after interview to show interest in getting the job?	+3	+2	+1	0	-1	-2	-3
10.	Was late for interview appointment?	+3	+2	+1	0	-1	-2	-3
11.	Attached a complete job resume to application?	+3	+2	+1	0	-1	-2	-3
12.	Asked for 25 cents an hour more than the job normally pays?	+3	+2	+1	0	-1	-2	-3
13.	Got A's and B's in all math courses?	+3	+2	+1	0	-1	-2	-3
14.	Had not completed high school?	+3	+2	+1	0	-1	-2	-3
15.	Had never worked before?	+3	+2	+1	0	-1	-2	-3
16.	Had 3 jobs in last 6 months?	+3	+2	+1	0	-1	-2	-3
17.	Had a previous employer who would rehire him or her?	+3	+2	+1	0	-1	-2	-3
18.	Was convicted for possession of marijuana?	+3	+2	+1	0	-1	-2	-3
19.	Had only done jobs like lawnmowing, babysitting, and delivering newspapers?	+3	+2	+1	0	-1	-2	-3
20.	Was absent 12 different times in his/her last school year?	+3	+2	+1	0	-1	-2	-3
21.	Had taken vocational education curriculum in high school?	+3	+2	+1	0	-1	-2	-3
22.	Had training in the job skills needed for this job but has no experience?	+3	+2	+1	0	-1	-2	-3
23.	Was 15% less productive than other workers in his/her last job because he/she wasn't trying?	+3	+2	+1	0	-1	-2	-3
24.	Was late for work 3 times last year?	+3	+2	+1	0	-1	-2	-3
25.	Was absent from work 12 different times last year?	+3	+2	+1	0	-1	-2	-3
26.	Was 15% less productive than other workers in last job even though he/she was trying?	+3	+2	+1	0	-1	-2	-3

PART B: COMPETENCIES NEEDED TO KEEP A JOB

DIRECTIONS: The following items present problems that could cause employees to lose their jobs during the first few months of employment. We would like to know what you would do the first time a young worker, who is in or has recently graduated from high school, created any of these problems on the job. (Circle only ONE LETTER for each item.)

AS A SUPERVISOR, WHAT WILL YOU DO THE FIRST TIME A YOUNG WORKER . . .

		ignore	discuss if persists	discuss immediately	warning	suspend	fire immediately
1.	Wears flashy or sexy clothes to work?	a	b	c	d	e	f
2.	Comes to work dirty and sloppy?	a	b	c	d	e	f
3.	Shows up for work drunk or stoned?	a	b	c	d	e	f
4.	Acts angry or sulks when criticized?	a	b	c	d	e	f
5.	Gripes about working conditions, like short coffee breaks or working unpopular shifts?	a	b	c	d	e	f
6.	Gets into an argument with co-workers?	a	b	c	d	e	f
7.	Puts more hours on time sheet than actually worked?	a	b	c	d	e	f
8.	Refuses to do a job because it is undesirable or "beneath his/her dignity?"	a	b	c	d	e	f
9.	Can't read written directions to complete a job?	a	b	c	d	e	f
10.	Doesn't write telephone messages or memos that are easy to understand?	a	b	c	d	e	f
11.	Makes many mistakes in spelling, grammar, and punctuation?	a	b	c	d	e	f
12.	Speaks so poorly that co-workers can't understand what is being said?	a	b	c	d	e	f
13.	Makes many mistakes adding, subtracting, multiplying, or dividing numbers?	a	b	c	d	e	f
14.	Tries, but takes twice as long as other workers to learn a new job?	a	b	c	d	e	f
15.	Tries, but is 15% less productive than other workers with the same training?	a	b	c	d	e	f
16.	Doesn't try, and is 15% less productive than other workers with the same training?	a	b	c	d	e	f
17.	Seems not to be trying, but is no less productive than other workers?	a	b	c	d	e	f
18.	Takes an extra hour of break time, but finishes assigned work anyway?	a	b	c	d	e	f
19.	Misses 2 different days of work the first month?	a	b	c	d	e	f
20.	Doesn't call in when sick?	a	b	c	d	e	f
21.	Is 20 minutes late to work and has no good excuse?	a	b	c	d	e	f
22.	Causes $100 of damage to a piece of equipment?	a	b	c	d	e	f
23.	Spends 15 minutes making personal telephone calls during one work day?	a	b	c	d	e	f
24.	Needs twice as much supervision as others?	a	b	c	d	e	f
25.	Finishes work assigned, but does not report back to supervisor for more work?	a	b	c	d	e	f

PART C: EMPLOYEE PRODUCTIVITY

IN THE FOLLOWING QUESTIONS, YOU ARE ASKED TO RATE WORKER PRODUCTIVITY ON A SCALE OF 0% to 100%, WHERE **100%** EQUALS THE MOST WORK AN EMPLOYEE COULD DO IN A SPECIFIED POSITION AND **0%** IS ABSOLUTELY NO WORK ACCOMPLISHED (NO PRODUCTIVITY).

1. What would you estimate the productivity score for the **employee involved in our study** to have been after the first two (2) weeks of employment? PUT AN "X" ON THE LINE BELOW TO INDICATE THE PRODUCTIVITY RATING.

   No work done 0% ——— 100% The most work **anyone** could do

2. What would you estimate the productivity score for the **employee involved in our study** to have been after six (6) months of employment? (IF THE STUDY PARTICIPANT HAS NOT WORKED (DID NOT WORK) FOR SIX MONTHS, ENTER SCORE FOR LAST WEEK WORKED.) PUT AN "X" ON THE LINE BELOW TO INDICATE THE PRODUCTIVITY RATING.

   No work done 0% ——— 100% The most work **anyone** could do

3. What productivity score would you give the **typical worker** doing the same job as our study participant after two (2) weeks of employment? PUT AN "X" ON THE LINE BELOW TO INDICATE THE PRODUCTIVITY RATING.

   No work done 0% ——— 100% The most work **anyone** could do

4. What productivity score would you give the **typical worker** doing the same job as our study participant after six (6) months of employment? PUT AN "X" ON THE LINE BELOW TO INDICATE THE PRODUCTIVITY RATING.

   No work done 0% ——— 100% The most work **anyone** could do

5. What productivity score would you give the **typical worker** (in similar jobs) who has been on the job for two (2) years? PUT AN "X" ON THE LINE BELOW TO INDICATE THE PRODUCTIVITY RATING.

   No work done 0% ——— 100% The most work **anyone** could do

PART D: SPECIFIC EVALUATION OF EMPLOYEE IN OUR STUDY

THE FOLLOWING ARE EIGHT GENERAL CHARACTERISTICS THAT ARE OFTEN DEALT WITH IN AN EMPLOYEE EVALUATION. BASED UPON THE RECENT PERFORMANCE OF THE EMPLOYEE IN OUR STUDY, INDICATE YOUR CURRENT ASSESSMENT. PUT AN "X" AT ANY APPROPRIATE POINT ON EACH LINE TO SHOW A RATING FROM "POOR" TO "OUTSTANDING."

	Poor	Outstanding
1. Workmanship	———	
2. Job skills	———	
3. Attitude toward work	———	
4. Work habits	———	
5. Human relations	———	
6. Personal appearance	———	
7. Responsibility	———	
8. Dependability	———	
9. Basic skills (math, reading, etc.)	———	

PART E: MOST IMPORTANT THINGS TO DO WHEN APPLYING FOR A JOB

A. If you were making the decision to hire a young person, which three (3) of the seven items listed below would be the most important for him or her to do? In the space before each item, put a "1" by the item that would be the **most important** to do to get a job, a "2" beside the next most important, and a "3" beside the third most important.

B. After you have done this, find the one item you believe to be the **least important** and put an "X" beside its number.

_____ 1. Being especially neat and clean when going to the employer.
_____ 2. Being careful to speak correctly.
_____ 3. Filling out the job application in a neat and clean manner.
_____ 4. Being on time for an interview appointment.
_____ 5. Asking questions about the company during an interview.
_____ 6. Calling the employer after the interview to show interest in getting the job.
_____ 7. Convincing the employer that skills and knowledge from past jobs and school relate to the job.

PART F: ACTIONS MOST LIKELY TO GET AN EMPLOYEE INTO TROUBLE

A. Read through the list of fifteen items listed below. Pick the five (5) actions that would most likely get young employees into **serious** trouble. Put a "1" by the behavior that would be the **worst** thing an employee could do. Put a "2" beside the next worst, and so on to the **fifth worst thing.**

B. After you have done this, go over the list again, only this time put an "X" beside the **three (3) least serious** things in the list an employee might do.

_____ 1. Wearing flashy or sexy clothes to work.
_____ 2. Reporting to work looking dirty and sloppy.
_____ 3. Drinking or getting a little stoned before reporting to work.
_____ 4. Acting angry and hostile or sulking when criticized.
_____ 5. Griping about working conditions like short breaks or late hours.
_____ 6. Getting into arguments with co-workers.
_____ 7. Claiming to have worked more hours than had actually been worked.
_____ 8. Refusing to do a task as instructed because of not liking it.
_____ 9. Messing up a job because of having forgotten the instructions, requiring more time to re-do the job right.
_____10. Forgetting to call the employer when staying home sick.
_____11. Losing or ruining a tool or piece of equipment.
_____12. Making personal telephone calls during work hours.
_____13. Finishing assigned work but not immediately reporting to supervisor for another assignment.
_____14. Taking small items, materials, or products home without asking permission or paying for them.
_____15. Taking more time than allowed for breaks or lunch.

PART G: FIRM/ COMPANY CHARACTERISTICS

THE FOLLOWING QUESTIONS REFER TO YOUR WORK LOCATION ONLY. **DO NOT INCLUDE** SUBSIDIARIES OR BRANCHES. IF YOU DO NOT KNOW EXACT FIGURES, PLEASE ESTIMATE.

1. In what type of business is your firm engaged? (CIRCLE ONE THAT BEST APPLIES.)

   1. Fast food (carry out)
   2. Grocery
   3. Department store
   4. Other wholesale/ retail establishment
   5. Repair service (other)
   6. Finance, insurance, real estate
   7. Automotive repair, gasoline sales
   8. Transportation
   9. Public utilities
   10. Communication
   11. Agriculture
   12. Education
   13. Government
   14. Construction
   15. Manufacturing
   16. Other service
   17. Music and the arts
   18. Health care
   19. Sports and entertainment
   20. Other (list) _____

2. How many persons are employed in your firm/company in full-time and part-time positions?

   _____ full-time employees, and _____ part-time employees

3. How many of your employees **between the ages of 16 and 24**, work full-time, and how many work part-time?

   _____ full-time employees aged 16-24, and _____ part-time employees aged 16-24

4. What would be the approximate cost of the most expensive machine the employee in our study worked on, if it were purchased today? (CIRCLE ONE.)

   1. Under $2,000
   2. $2,001–$10,000
   3. $10,001–$50,000
   4. $200,001 up
   5. Don't know
   6. Not applicable

PART H: DEMOGRAPHIC CHARACTERISTICS

1. Your sex (CIRCLE ONE) 1. Female 2. Male

2. Your race/ethnicity (CIRCLE ONE)

   1. Asian or Pacific Islander
   2. Black
   3. Native American Indian
   4. Hispanic
   5. White
   6. Other

3. Age (CIRCLE ONE)

   1. 16–20 2. 21–25 3. 26–34 4. 35–44 5. 45 +

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THANK YOU FOR COMPLETING THIS SURVEY. PLEASE RETURN THIS FORM IN THE ENCLOSED BUSINESS REPLY ENVELOPE. ALL OF THE INFORMATION THAT YOU PROVIDED US WILL BE KEPT STRICTLY CONFIDENTIAL. YOUR IDENTITY AND YOUR COMPANY'S IDENTITY WILL BE KEPT ANONYMOUS IN ALL REPORTS OF THIS RESEARCH PROJECT.

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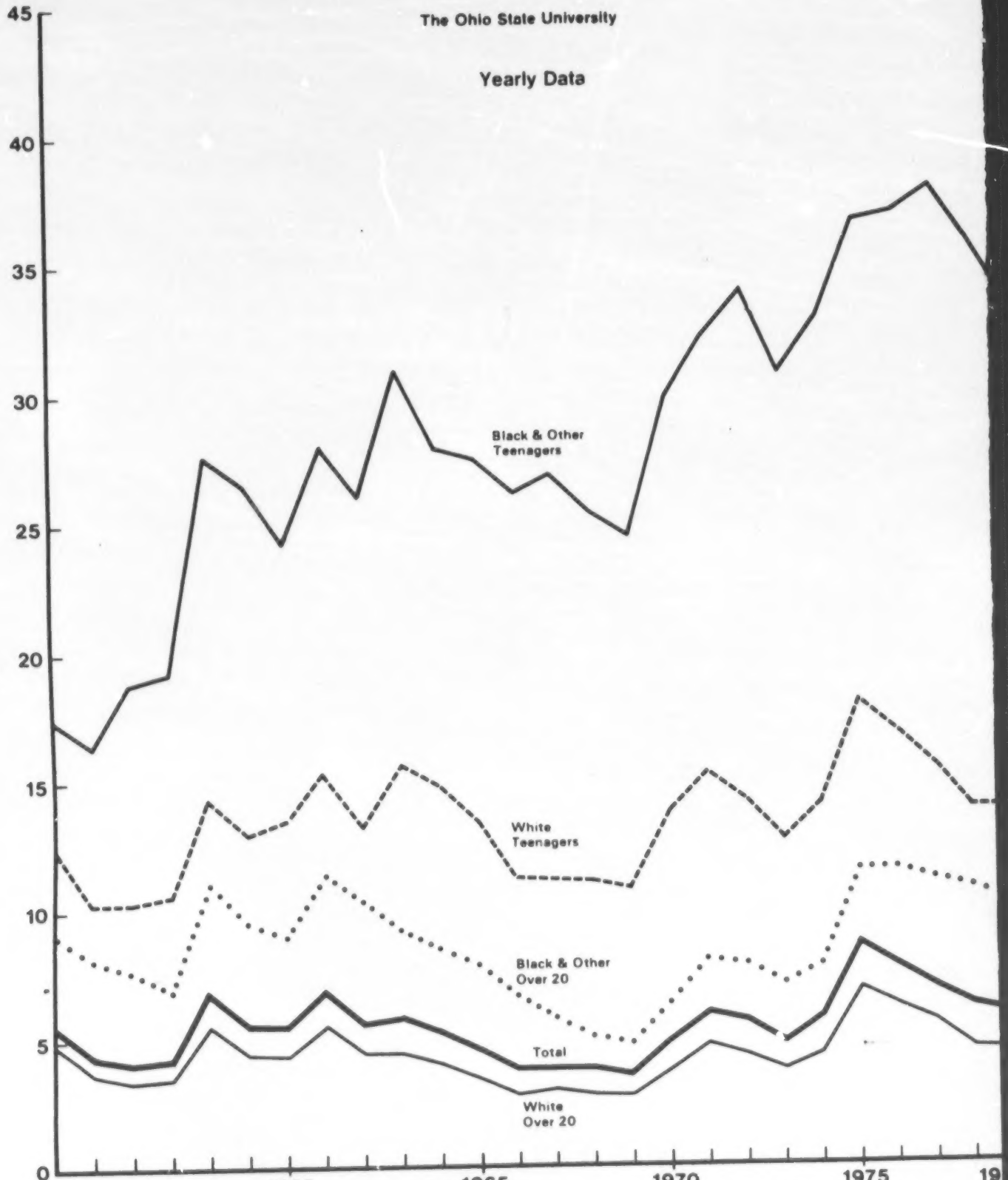
Yearly Data



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